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News Summary

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The frantic race to produce new superconducting materials has taxed the system of scientific communications and raised questions about patents. Story on Page 6.

Animal-rights groups plan a campaign to prevent the patenting of new animal forms. Story on Page 11.

Microcomputers are more available at selective colleges than on other campuses, a survey shows. Story on Page 13.

Tensions between researchers and practitioners threaten to split the discipline of psychology. Story on Page 12.

Colleges have been urged to clarify the terms of tenure to avoid problems caused by the end of mandatory retirement. Story on Page 13.

The Department of Education isn't getting much applause from civil-rights groups for its efforts to hire more blacks and women. Story on Page 21.

Arizona's new Governor, who is a staunch conservative, has generated anger and dismay on the state's campuses. Story on Page 21.

Chapman College has moved from the brink of bankruptcy in 1975 to a position of financial stability. Story on Page 29.

The success of the women's athletics program at the University of Texas has made it a model for the rest of the country. Story on Page 35.

Venezuela's campuses face a new era of student activism and faculty discontent. Story on Page 40.

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Presidents' Panel Increasingly Divided on Sports Issues

Turning to big questions, NCAA group starts 'dialogue'

By DOUGLAS LEDERMAN

By forsaking specific proposals in favor of a longer-range, more philosophical examination of the status and structure of college sports, the presidents' commission of the National Collegiate Athletic Association is embarking on a course that will force it to confront a fundamental but divisive question:

Are big-time college sports necessary and beneficial for the institutions that sponsor them and for the athletes that take part?

The presidents last month offered an unexpectedly scant list of specific proposals for June's special convention, heralding instead a series of studies and a "national dialogue" to discuss pivotal issues facing college sports.

Together, those moves signify the first wide-scale consideration of major issues ever undertaken by the association, its leaders say. That is necessary, they believe, because of growing disagreement about the future path of college sports.

Unanimity Until Now

Until now there has been almost unanimous accord in the presidents' commission about what needed to be done to reform college athletics. The commission, formed in 1984, sought first to address the issues of integrity and the "proper balance" between athletics and academics.

The N.C.A.A. has used its legislative process to combat those problems in the past three years, instituting tougher academic standards and stricter punishment

Continued on Page 38, Column 1

LITTLE LETUP IN PROMISCUITY

AIDS Is Not Seen as a Major Threat by Many Heterosexuals on Campuses

By MICHAEL W. HIRSCHORN

LOS ANGELES

For Daniel A. Peña, a student at California State University at Los Angeles, AIDS is someone else's problem.

"I don't really pay any attention to it unless it's on the news," he says.

Mr. Peña, a heterosexual, says he is confident he would know if any future sexual partner was infected. "The people that I hang around with, I've grown up with," he says. "They'd tell me."

His response is typical of how many heterosexual students in the Los Angeles area are reacting to the AIDS epidemic.

At three campuses in and around this city, where AIDS is openly and widely discussed on radio, television, and in the classroom, many heterosexual students say they are not changing their sexual practices because of the disease.

"I've read articles about what's happening in San Francisco and what's happening in Greenwich Village in New York, and that gives you a taste of what some people are going through," says Jay W. Russell, a senior at the University of California at Irvine. "You don't see any reflection of the change of life style there occurring here."

Subtle Changes in Attitudes

Interviews with more than three dozen students at Irvine and the California State University campuses at Los Angeles and Long Beach indicate that students are generally aware of the dangers of the disease and that some are making subtle changes in their attitudes toward sex.

Students say a new mood on the campuses—a product of economic pressures, the war on drugs, a greater interest in financial well-being and security, and a now-budding fear of sexually transmitted disease—has led some of them to spurn the promiscuous, happy-go-lucky ways of past generations of college students.

'Now Maybe I'm the Cool One'

These students are rapidly becoming, in the words of one student (borrowing a line from First Lady Nancy Reagan), the "Just Say No" generation.

"I like the 'Just Say No' generation better because it has made it easier for me," says Martha Martinez, a student at Irvine. "It was very difficult for me in previous years because I was getting peer pressure because I was so traditional. You do get it when you're not into alcohol and you're not into drugs and you're not into sex.

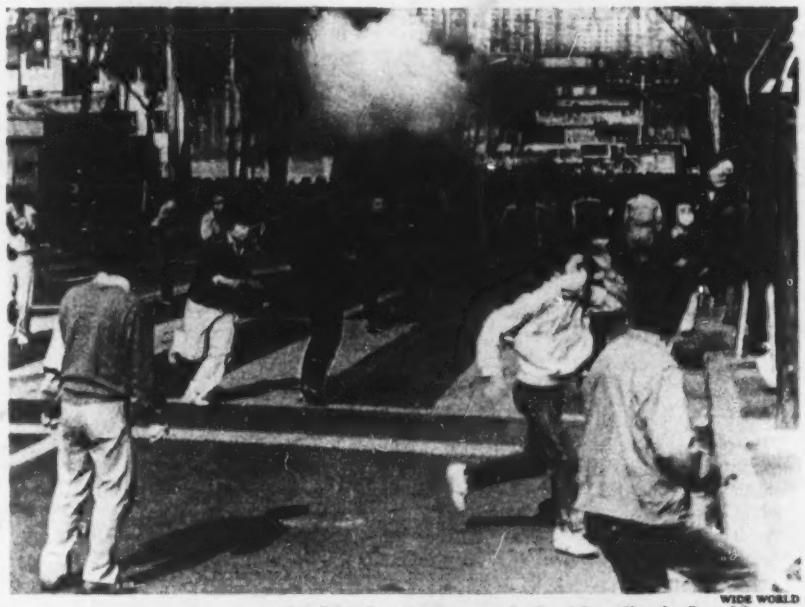
"I felt, I don't really fit in here," she adds. "So, I'm happy with the 'Just Say No' generation because now maybe I'm the cool one."

Other students, most of them in fraternities or sororities, say there has been little letup in promiscuity and that AIDS is rarely mentioned and then only as a joke.

AIDS educators here say they are encouraged by the progress made in educating students in the past two years, but they say they are frustrated by their

Continued on Page 32, Column 2

PROTESTS FLARE ON SOUTH KOREA'S CAMPUSES



WIDE WORLD

Student demonstrators clash with police in Seoul in one of a series of anti-government demonstrations. Story on Page 40.

Study by 15 Physicists Challenges Pentagon on 'Star Wars' Plans

By KIM McDONALD

WASHINGTON

A panel of prominent physicists last week challenged the Pentagon's contention that laser or particle-beam weapons for its "Star Wars" missile-defense program could be developed by the early 1990's. It concluded that "a decade or more of intensive research" would be required just to determine whether such weapons were technically feasible.

The 15-member panel of university, industry, and military physicists reached its conclusion after an 18-month probe into the technical feasibility of directed-energy weapons that form the centerpiece of the Reagan Administration's Star Wars research program, formally called the Strategic Defense Initiative.

The study, which was initiated and supported by the American Physical Society,

Continued on Page 6, Column 2

Note Book

Job-related stress strikes black faculty members especially hard, a new survey has found.

Like their white colleagues, black professors often suffer from excessively high self-expectations.

But the job pressures are different—and sometimes greater—for black professors, according to Earl Smith, who shared the results of his survey last week at the annual meeting of the American Educational Research Association.

Mr. Smith found that black faculty members felt burdened most by duties that stole time from research and teaching, such as committee work and serving as mentors or role models for students. Many said they did not feel rewarded for their extra efforts.

White faculty members generally find the demands of research and scholarly work to be the main sources of stress.

Mr. Smith, an assistant professor of comparative American cultures at Washington State University, surveyed some 2,095 faculty members at 195 colleges and universities. About half replied.

In further surveys, he expects to look at job tensions for white faculty members at black institutions.

Young black professors think they have been hired because they are good scholars, Mr. Smith noted. But then other demands crop up, and they get "boxed in."

"We don't ask that of young white faculty members," the professor added.

•

Scholarly disciplines are growing more interdisciplinary, faculty members at the University of Illinois found at a campus retreat.

"In a changing world, disciplines and the process of doing research are changing," said Thomas E. Everhart, chancellor of the Urbana-Champaign campus. Scholars who do interdisciplinary work are "pioneers," he said. "They lead people across uncharted mountains and establish settlements."

The retreat was organized to discuss "How Academics Interact." Many speakers said that interaction with others was crucial to their disciplines, from law to particle physics, where more than 100 people can collaborate on a single paper.

•

Philosophers, said Richard Schacht, "cannot deal adequately with most philosophical issues without paying attention to what is going on in other areas," including cognitive science, psychology, and artificial intelligence.

Virtually all of his departmental colleagues have either an appointment or an "informal link" to other departments—and Mr. Schacht said that is how it should be.

"For Socrates, the practice of philosophy was interaction," Mr. Schacht said at the retreat. "He didn't go in his office, close the door, and work on his PC. He went down to the marketplace and talked to people."

Personal & Professional

Academic Psychologists Are Dropping Out of Association in Discord with Practitioners

A fourth of group's scientists consider resigning; field could be 'irrevocably changed,' some fear

By KATHERINE S. MANGAN

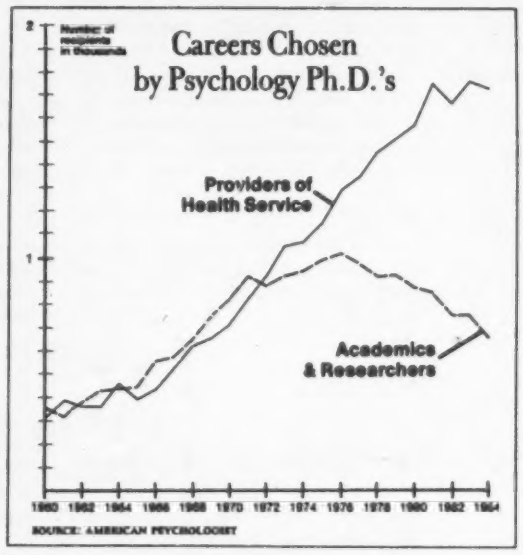
WASHINGTON

The field of psychology could be "irrevocably changed" if academic and research-oriented psychologists continue to drop out of the professional organization that many feel no longer serves their interests.

That is the consensus of those who are pushing for a major reorganization of the American Psychological Association, which in recent years has become increasingly dominated by practitioners—persons who deal directly with patients.

Critics of the association's present structure argue that unless something is done to retain researchers, psychology will become even more polarized and less able to address issues of national concern.

"I'm very concerned that the character of the discipline may be irrevocably changed if we lose our scientific base," says Gary D. Gottfredson, a psychology professor at the Johns Hopkins University who serves on the association's Committee on Employment and Human Resources.


Careers Chosen by Psychology Ph.D.'s
Number of recipients in thousands
2
1
Providers of Health Service
Academics & Researchers
1960 1962 1964 1966 1968 1970 1972 1974 1976 1978 1980 1982 1984
SOURCE: AMERICAN PSYCHOLOGIST

'We Must Keep in Touch'

To treat people with psychological problems, practitioners need to stay abreast of the latest research, but if scientists continue to drop out, that communication may be lost, the proponents of reorganization argue.

"We must keep in touch with each other so that the practitioner is continually informed about the basic scientific findings," says the A.P.A.'s president, Bonnie R. Strickland, a professor at the University of Massachusetts at Amherst.

Later this year, members are expected to vote on a restructuring plan that would balance the needs of scientists, who are primarily involved in research, and practitioners, who work directly with patients.

As the number of practitioners in the association has grown, many academic and research-oriented psychologists have felt that their own interests were being neglected.

The A.P.A. does not keep figures on the breakdown of its 63,000 members, but in a survey completed in February, 14 per cent of the respondents classified themselves as researchers or teachers; 45 per cent as practitioners; and 36 per cent as scientists-practitioners. Three per cent called themselves public-interest psychologists.

The survey also found that more than one-fourth of the association's scientists were seriously considering resigning from the organization, and nearly half indicated it was becoming harder to justify their memberships.

"The real frustration on the part of scientists is that the busy-work, the energies, the money, and governance time at A.P.A. are taken up on practitioner interests that they're not really interested in," says David A. Rodgers, a member of a panel that studied ways to restructure the organization.

Many practitioners, for instance, are interested in such issues as liability, licensing, and third-party reimbursement, which researchers without practices usually do not care about.

The dominance of practitioners in the association is hardly surprising, given the changes that have been taking place in psychology.

In a December report entitled "The Changing Face of American Psychology," the association pointed out that between 1972 and 1984 the number of psychology Ph.D.'s working in health-service fields had jumped from 919 to 1,715—or 46 per cent.

By contrast, the number of Ph.D.'s in academic and research fields dropped 29 per cent, from about 890 to 630. The report was published in *American Psychologist* magazine.

A 'Glorified Trade Union'

Norman M. Bradburn, provost of the University of Chicago, says he dropped out of the A.P.A. about 10 years ago while serving as chairman of the university's psychology department. The association, he says, was becoming little more than a "glorified trade union."

"One day, the *Monitor* [the A.P.A. news-

Continued on Page 14, Column 3

Professors in 'Hard-to-Hire' Disciplines Continue to Lead in Salaries

By SCOTT HELLER

WASHINGTON

A new assistant professor in accounting, business, or computer science is likely to be hired at a bigger salary than a colleague who has taught for a while, the College and University Personnel Association reports in two new studies of faculty salaries by discipline and rank.

Generally, professors in "hard-to-hire" disciplines continue to earn more than those in other fields, with salaries becoming compressed in the junior ranks.

"The rich are getting richer and the poor are getting poorer," said Richard D. Howe, a professor of higher education at Appalachian State University who helped direct the studies.

Engineering Professors Lead

A newly hired accounting specialist, for example, earns $31,072 at private institutions, while the average assistant professor makes $29,408. Associate professors earn $37,134, the studies found.

In less competitive fields, the salary picture for new assistant professors is far more bleak. In sociology, for example, a faculty member starting out at a private institution can expect to earn about $22,228.

Professors in engineering top both salary lists. At public institutions, engineering faculty members earn an average of $38,273, 16 per cent more than the average for all fields at those institutions. At private institutions, the average salary is $42,934, 35 per cent more than all fields combined.

Other big earners at public institutions are professors of physics, and business and management.

At private institutions, professors of geological sciences and physics earn comparatively high salaries.

Historians do well, also, earning $35,205 at public institutions and $32,671 at private colleges and universities.

At the low end of the scale—earning less than the average—are faculty members in the performing arts, special education, and secretarial programs.

Nursing professors are among those who make the least, averaging $27,862 at public institutions and $24,894 at private institutions.

The studies found that full professors at private institutions earn slightly more than those at public institutions, but at other ranks, those who work at public colleges and universities take home larger paychecks.

Fringe Benefits Excluded

Figures for public institutions were based on reports covering 63,490 faculty members at 261 institutions that are members of the American Association of State Colleges and Universities.

The private-college figures cover 46,597 faculty members at 478 private institutions.

The figures, which were reported by campus administrators, represent nine- or

Continued on Page 14, Column 3

AS MANDATORY RETIREMENT ENDS

Colleges Urged to Consider Tenure Contracts with 'Agreed Expiration Dates'

WASHINGTON

College and university administrators must make the terms of tenure clear to faculty members to avoid problems caused by the elimination of mandatory retirement, the chairman of the Commission on College Retirement said last week.

The commission chairman, Oscar M. Ruebhausen, said higher-education institutions should consider setting specific terms for tenure—30 years, for example—if they don't already have a clear policy that tenure will end at age 65 or 70.

Otherwise, he said, they may have trouble dismissing those faculty members who want to stay on indefinitely.

Under legislation passed last year by Congress, it will eventually be illegal to force professors to retire at a set age.

But there is nothing wrong with asking them to agree to limited terms for tenure, said Mr. Ruebhausen, who is also a retired lawyer.

'Retirements with Consent'

Colleges that offer tenure contracts with "an agreed expiration date" will not be violating the age-discrimination legislation if professors step down when that date arrives, he said.

"What you will have in that situation is a consensual retirement, and retirements with consent, in my view, are not age discrimination prohibited by law," he added.

Mr. Ruebhausen made his remarks at a meeting on faculty retirement sponsored by the Consortium on Financing Higher Education.

Colleges have seven years to consider their retirement options before the law uncapping the mandatory retirement age begins to affect professors. Federal law allows a seven-year grace period for implementation of the provisions concerning tenured professors.

During that time, administrators should make sure their tenure arrangements are clear, and that faculty members know whether tenure will end at an expected retirement date, Mr. Ruebhausen said. Such contracts would be binding whether the arrangements were spelled out in a handbook or simply understood by all parties, he said.

Some Skepticism Expressed

Mr. Ruebhausen conceded that colleges could run into problems if they begin setting up contracts to expire at age 65 or 70. But they could get around that, he suggested, by having contracts run for a certain number of years, based on a person's age.

For instance, a contract for a 35-year-old might run for 30 or 35 years, while one for a 50-year-old might last only 15 or 20 years. As long as faculty members agreed to such arrangements, they should be legal, Mr. Ruebhausen said.

Some administrators were skeptical.

"It seems to me that if you're going to tell a 35-year-old that his tenure will last 35 years, and that just happens to coincide with the normal retirement age, that would be a blatant way of circumventing the law," said B. E. Donbaugh, personnel director at the University of Rochester.

Mary W. Gray, a mathematics professor at American University who is also a lawyer, objected to the idea of faculty members' negotiating individual tenure contracts.

"Faculty members are not always in a good bargaining position," said Ms. Gray, who is also a member of the Commission on College Retirement. "They often bargain away their rights without realizing it."

Several administrators agreed, however, that it was important to consider what tenure would mean when there is no set age for retirement.

"It's true we haven't given a lot of thought to how long tenure lasts," said Ralph W. Nicholas, deputy provost of the University of Chicago. "We always thought it lasted until retirement. Now that there's no definite time of retirement, it does become very fuzzy."

An Awkward Position

Without a fixed retirement age, college administrators may find themselves in an awkward position when professors who are no longer effective want to stay on the job, said Katharine Hanson, executive director of the consortium.

"No one likes the idea of having to boot people out and confront them with their own declining abilities," she said.

Colleges are also concerned that "if faculty stay on much longer than they do now, it may affect their capacity to hire younger faculty," she said.

One of the big unknowns is how many professors will opt to continue working beyond age 65 or 70.

AAUP's Reaction

The American Association of University Professors recently concluded that the new law should have no significant effect on the age people choose to retire. If that is the case, none of the dire consequences others are predicting are likely to happen.

But Neil R. Grabois, provost of Williams College, predicted that colleges would have some new headaches if the average age of retirement jumped.

"Affirmative action will be slower, salaries will be higher on the average, and health-care costs will grow considerably," he said.

If fewer tenure slots are opening up, young people might think twice before considering an academic career, he added. To avoid such problems, he said, administrators will have to use gentle persuasion to encourage some older professors to step down.

Besides sweetening the incentives for early or "normal" retirement, administrators should find ways to allow retiring faculty members to retain a link to their institutions, Mr. Grabois said.

Allowing a faculty member access to office space, the library, and athletic facilities could help ease the transition into retirement, he added.

—KATHERINE S. MANGAN

Microcomputers Found More Available–and More Often Required–at Selective Colleges

By JUDITH AXLER TURNER

Microcomputers are more available—and more often required—at the nation's most selective colleges and universities than on other campuses, a survey has found.

The survey, which covered 211 institutions, found that the most selective were most likely to require or recommend that students own microcomputers, to specify the brand of microcomputer that students buy, to offer discounts on microcomputer purchases, and to have a low ratio of students, faculty members, and staff members to each microcomputer. The survey was conducted by EDUCOM and Peat Marwick Main and Co., in conjunction with *The Chronicle*.

The survey included questions about microcomputer ownership, access to microcomputers, software availability, assistance in using software, illegal access, and illegal copying.

The 12-page questionnaire was sent to the nearly 450 colleges and universities that are members of EDUCOM, a computer-technology consortium.

The survey results will be published next month.

'In Forefront of Concern'

"This sample, though not intended to be representative of all institutions of higher education, probably closely represents those institutions in the forefront of concern about computing and resources for computers," a survey report said.

Steven W. Gilbert, managing director of EDUCOM, who worked on the project, said the information would be "invaluable to our member institutions."

"It will help them understand more realistically what their peers are actually doing so they can make decisions for their own computer projects," he said.

Susan S. Lukesh, senior consultant at Peat Marwick, did the analysis and wrote the report.

13 Pct. of Students Are Owners

One figure that surprised some administrators was the respondents' estimates of student-owned computers. On average, 13 per cent of the students in the 211 institutions were said to own microcomputers.

"I was amazed at how many microcomputers are already out there at every level," said Peter Lyman, assistant director of academic computing at Michigan State University.

Mr. Lyman is working with EDUCOM to find ways to get more information from the survey results and to plan future surveys that will give longitudinal data, he said.

For instance, he would like to compare figures from institutions where computers are required with those from institutions where students are not encouraged to purchase them. "My intent is to make the survey, and future surveys, useful as policy tools, to allow people to get a sense of norms and variations," Mr. Lyman said.

EDUCOM's Mr. Gilbert said that, because the questionnaire was sent out last August, it probably reflected the situation in academic 1985-86. Although both the totals and the percentage distributions may have changed, he said, the survey represents the "first comprehensive study of microcomputer ownership and use."

The data in the survey showed the most interesting results when broken down according to Barron's Index of Competitiveness, said Peat Marwick's Ms. Lukesh. For instance, she noted, the most selective institutions had the highest estimated percentage of student ownership of microcomputers, and students in professional and graduate schools were more likely than undergraduates to own computers. The breakdown follows:

Student ownership of computers, by type of institution

Most selective	24%
Highly selective	12%
Very selective	16%
Competitive	10%
Less selective	9%
Non-selective	10%
Professional and graduate schools	34%
Private colleges	14%
Universities	14%
Public colleges	11%
Four-year colleges	11%
Two-year colleges	7%
All institutions	13%

Respondents were also asked to estimate the numbers of microcomputers purchased by their colleges and universities, both centrally and through departments, and to estimate the percentage breakdown by brand.

Almost half of the 109,847 microcomputers estimated to have been purchased by institutions were made by International Business Machines Corporation. Except for the Apple II and the Apple Macintosh, all seven of the most popular microcomputers were from I.B.M. or were compatible with I.B.M.:

Institutional purchases, by brand

I.B.M. PC	28,143
Apple Macintosh	19,233
I.B.M. PC/XT	13,771
Zenith	9,894
Apple II	9,463
I.B.M. PC/AT or RT-PC	7,257
Other I.B.M. compatible	5,519

At 117 of the 211 institutions in the survey, students who were contemplating microcomputer purchases were encouraged to buy one of a limited number of brands—usually because they were sold and serviced on the campuses and offered at a discount, or because they were brands for which instructional software was available. Following are the computer brands, and the number of institutions that considered them acceptable:

Institutions accepting major brands

I.B.M.	98
Zenith	61
Apple Macintosh	56
Apple II	31
A.T.&T.	31
DEC	16
Tandy	15
Hewlett-Packard	9
Commodore	4
I.T.T.	4
All computers	3
Texas Instruments	3
Atari	1
Other	30

All 44 of the public institutions said they recommended I.B.M. computers.

Many institutions purchase microcomputers for use by faculty members and stu-

Continued on Page 17, Column 1

FACT–FILE

Median Salaries of Administrators in 'Secondary' Positions, 1986-87

The following table is a companion to the Fact-File of primary administrators' salaries that appeared in the April 22 issue of *The Chronicle*.

The report of the salary survey was written by Richard C. Creal and Jan P. Miller of the College and University Personnel Association, along with John M. Toller, personnel director at the University of Connecticut.

The figures, based on reports from 1,637 colleges and universities, are intended to give only a broad overview of administrative salaries. Comparative analyses between positions or among institutions are available in the full report, or through special studies purchased from the personnel association.

Copies of the report, *1986-87 Administrative Compensation Survey*, are available from the order desk, CUPA, 11 Dupont Circle, Suite 120, Washington 20036; (202) 462-1038.

The price is $50 per copy for members, $125 for non-members who participated in the survey, and $200 for others.

	All universities	All 4-year colleges	Public 2-year colleges	All institutions
Assistant to president:				
Institution	$44,500	$31,800	$32,100	$36,700
System	57,900	—	39,068	46,073
Director:				
Annual giving	32,750	26,730	—	28,938
Conferences	31,800	23,000	—	28,801
Corporate and foundation relations	38,435	30,282	—	34,007
Estate planning	42,000	31,619	—	39,000
Governmental and legislative relations	51,700	—	—	49,995
Health and safety	35,192	—	—	33,924
Medical-center Public relations	41,855	—	—	44,040
Personnel	40,500	—	—	40,500
Sports information	25,402	18,825	—	23,145
Telecommunications	37,300	23,784	31,150	34,176
Manager:				
Benefits	26,000	23,200	22,457	26,795
Building maintenance trades	30,680	26,041	26,784	28,466
Custodial services	27,540	21,000	22,980	24,492
Employee relations	33,000	—	—	32,682
Employment	29,001	23,650	26,000	28,000
Landscape and grounds	27,935	22,480	24,337	25,335
Payroll	27,800	19,740	23,462	24,710
Personnel information	31,039	—	—	29,550
Power plant	32,859	29,486	—	31,687
Technical trades	32,700	26,700	26,281	30,500
Training and development	30,420	—	—	30,420
Wage and salary	31,200	—	25,028	30,000
Associate director:				
Admissions	31,251	23,550	24,003	27,400
Affirmative action and equal employment	31,263	—	—	30,935
Bookstore	25,152	15,300	20,538	21,736
Budget	38,500	31,860	28,169	36,750
Computer center	43,000	27,527	37,764	37,100
Academic	41,300	28,800	—	35,300
Administrative	44,000	27,700	—	38,220
Food services	32,221	22,486	—	28,345
Institutional research	35,000	—	34,710	32,616
Personnel	33,991	27,000	31,237	32,500
Physical plant and facilities management	36,004	26,677	31,657	33,882
Publications	26,031	18,500	—	23,000
Purchasing	30,702	22,200	24,980	28,300
Student counseling	33,617	20,667	—	28,560
Student financial aid	28,176	19,939	25,625	24,200
Student housing	30,924	18,500	—	25,692
Student union	28,425	21,000	—	26,155
Associate:				
Bursar	27,600	16,821	—	26,600
General counsel	46,461	—	—	45,000
Registrar	31,851	21,300	26,805	27,500
Assistant director, admissions	23,742	19,000	24,434	21,300
Assistant registrar	24,521	18,800	22,943	22,000
Librarian:				
Acquisitions	29,238	23,300	28,221	26,832
Circulation	25,053	20,441	28,556	23,130
Public services	34,053	24,357	26,203	29,018
Reference	28,518	22,475	27,063	25,517
Technical services	32,868	23,485	27,915	27,252
Coordinator, resource development	26,222	22,600	—	25,080
Data base administrator	37,592	28,000	35,315	35,316
Student union, business manager	27,196	—	—	26,829
Programmer:				
Analyst I*	27,768	24,500	27,477	27,137
Analyst II**	22,050	19,775	22,660	22,000
Systems:				
Analyst I*	33,340	28,800	31,131	32,096
Analyst II**	26,044	22,680	26,616	26,921
Housing officer:				
Administrative operations	27,500	—	—	25,643
Family housing	27,500	—	—	27,500
Residence life	25,122	17,183	—	22,980

— No data or insufficient number of responses.
* Highest level
** Lowest level

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

'Hard-to-Hire' Disciplines Draw Top Salaries

Continued from Page 12

ten-month salaries for full-time faculty members and exclude fringe benefits and summer earnings. Appalachian State University provided financial and technical support for the two studies.

The studies found that faculty members enjoyed moderate salary increases, confirming the trend reported by the American Association of University Professors (*The Chronicle*, April 8).

"I think the increases are slowing down a bit," said Meredith Ludwig, senior research coordinator for the state colleges' association.

"Our institutions are saying that faculty salaries are third on their list of increased costs this year, behind insurance and computer acquisition," she added.

Ms. Ludwig pointed out that education professors are doing relatively well, according to the surveys. At private institutions, they earn, on average, $29,786, and at public institutions, $33,615.

'A Political Game'

The studies indicate that most senior faculty members who bargain collectively at public institutions earn higher salaries than their colleagues on campuses that are not unionized.

However, Mr. Howe pointed out, assistant professors and new assistant professors tend to earn less than their counterparts at non-unionized campuses. "The people on the bargaining committees seem to be getting raises for themselves," he said. "There's kind of a political game going on."

Copies of the 1986-87 salary reports are available from the order desk, College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington 20036. The price of each is $20 for association members, and $40 for others, postage prepaid.

Each report includes a list of institutions that participated in the survey. Colleges that wish to compare their average faculty salaries with those of a group of at least 10 similar institutions may purchase a special study from the association.

Psychologists Are Dropping Out of Association

Continued from Page 12

paper] arrived the same day as the dues bill," he recalls. "I read through the paper and I said there isn't one thing that's of interest to me, and why should I pay for this." Annual dues at the time were more than $100, he says.

Debates over Curriculum

The scientists and practitioners have clashed at meetings of the A.P.A.'s Council of Representatives over proposed curriculum requirements for colleges and universities. Some practitioners have suggested that certain courses be required to meet the licensing needs of future counselors and clinicians. After bitter debates, academics have successfully staved off such proposals, arguing that they amount to an unwarranted intrusion on academic freedom.

The association's governing board appointed a committee in 1984 to come up with a reorganization scheme that would balance the interests of the diverse groups.

After the original committee was unable to develop a plan acceptable to the A.P.A. Council of Representatives, a second panel was appointed to bring a compromise plan to the council's meeting this August.

2 Assemblies Proposed

One proposal that the committees considered would divide members into two semi-autonomous assemblies, one for scientific and academic psychologists—into which most college professors would fall—and another for health-service practitioners. The latter group includes clinicians, counselors, and school psychologists.

Other proposals would create one or two more assemblies to accommodate those whose interests lie somewhere in between, like those who teach and also counsel patients.

According to the association's poll, many members believe separate assemblies within the A.P.A. is the best solution.

"This would allow them to pursue their separate interests within an umbrella organization that brings them together when they have common interests," says Jack Bardon, chairman of the first committee to explore new structures for the organization.

Not All Are Bailing Out

Not all academic psychologists are bailing out of the association. Donald A. Riley, chairman of the psychology department at the University of California at Berkeley, says he's staying in the A.P.A., for now.

"I still feel it's the best scientific advocate we have in Washington," he says. "Until it's clear the A.P.A. is not going to continue to serve the interests of the academic community, I'll stay in."

Many psychologists responding to the A.P.A. poll predicted that academics and researchers would eventually form their own independent organization.

> **"Until it's clear the A.P.A. is not going to continue to serve the academic community, I'll stay in."**

That, Mr. Bardon says, "would be tragic for everyone" because it would erode the organization's scientific base.

"Our scientific base is what distinguishes us from psychiatrists and other social-service workers," he says.

"It's written into our bylaws, and it's the way most psychologists think of themselves."

One potential consequence of such a split, many members fear, is that researchers and practitioners would no longer communicate with one another. Some members are also afraid that by splintering into separate groups, psychologists would lose legislative support.

Survey of 1,600 Members

The A.P.A. report, which was based on a survey of 1,600 members, also found that:

► Most respondents felt the association's policies favored health practitioners over other groups, and that reorganization was necessary to address that fact.

► Most favored a two-assembly approach.

► Many saw risks in such an approach, saying it could impede communication and polarize science and practice.

► Not reorganizing would also have a price, according to some respondents. About half said the association would have trouble attracting new researchers if it remained unchanged.

Boston U.'s Faculty Union Asks NLRB to Review Denial of Bargaining Rights

BOSTON

The National Labor Relations Board "grossly exaggerated" the managerial authority of professors at Boston University, a faculty union has argued in court.

The union asked the U.S. Court of Appeals for the First Circuit to review the labor board's decision denying faculty members the right to bargain collectively.

In legal papers filed this month, the union, an affiliate of the American Association of University Professors, argued that faculty participation in curricular matters did not make them managerial employees.

The union cited a 1984 case, *Loretto Heights College* v. *N.L.R.B.*, in which a 10th Circuit court ruled that professors were not managers, even though they helped shape academic affairs.

At Boston University, as at Loretto Heights, faculty members lack "effective recommendation or control," and even curricular decisions are "subject . . . to many layers of review and approval," the union contended in its court petition.

The A.A.U.P. has represented about 880 full-time faculty members at various times over the last decade. The university refused to bargain after the U.S. Supreme Court's 1980 *Yeshiva* decision, which held that faculty members with management rights could not unionize at private universities.

The N.L.R.B. upheld the university's refusal last October.

Jacqueline Wei Mintz, the A.A.U.P.'s associate counsel, said the organzation's national office will file a friend-of-the-court brief in the case.

She said the case was important because Boston University is the largest campus where a decision has been issued on the managerial authority of faculty members. "The conclusion that all faculty members are supervisors, which is an unprecedented finding, is wrong," she added.

A university spokesman said last week that the N.L.R.B. decision was "correct" and would be upheld.

—SCOTT HELLER

FACT-FILE

Average Faculty Salaries by Rank in Selected Fields, 1986-87

261 Public Institutions

	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks
Accounting	$46,023	$38,378	$32,969	$34,295	$23,606	$36,223
Agribusiness and agricultural production	36,738	30,178	26,964	—	20,781	31,144
Anthropology	41,471	32,592	26,071	—	—	35,217
Architecture and environmental design	38,676	33,004	26,800	—	—	32,488
Area and ethnic studies	43,717	35,781	28,776	—	—	34,559
Audiology and speech pathology	42,055	33,182	26,473	22,980	21,916	32,867
Business administration and management	43,937	36,570	31,560	32,524	22,250	35,245
Business and management	45,372	37,724	31,460	32,280	23,831	35,846
Business economics	42,549	34,503	29,601	28,807	23,748	34,875
Chemistry	40,367	32,346	25,931	24,615	20,278	35,029
Communications	39,845	31,608	25,818	25,322	20,838	29,917
Communications technologies	39,247	32,244	25,824	—	22,885	31,876
Computer and information science	44,885	37,104	31,615	32,326	23,425	34,384
Curriculum and instruction	39,263	32,480	26,878	23,843	21,655	33,046
Dramatic arts	41,077	31,646	24,649	22,459	20,660	31,078
Education	40,183	32,821	26,480	25,286	21,405	33,615
Education administration	40,297	32,948	27,066	25,915	—	36,301
Engineering	45,866	37,548	32,467	32,155	23,829	38,273
Fine arts	38,516	30,995	25,244	23,489	21,358	31,910
Foreign languages	40,284	31,743	25,260	23,028	21,037	31,754
Geography	40,499	31,419	26,183	25,055	21,166	33,778
Geological sciences	41,155	32,972	27,219	—	20,965	35,231
History	39,728	32,047	25,517	22,876	21,096	35,205
Home economics	39,224	32,386	26,283	24,701	21,012	29,414
Letters	39,224	31,369	25,151	22,805	19,358	31,055
Library and archival sciences	39,410	31,458	25,448	23,389	20,441	28,030
Life sciences	39,704	31,860	26,233	25,045	19,932	34,104
Mathematics	41,298	32,986	27,322	26,513	20,070	32,486
Multi-interdisciplinary studies	39,134	32,561	25,716	23,848	21,777	30,971
Music	38,831	30,892	25,172	23,418	21,152	31,047
Nursing	41,421	32,264	26,587	27,174	22,081	27,862
Philosophy and religion	40,228	31,829	25,315	22,786	19,840	33,877
Physical education	39,367	32,374	27,030	24,369	22,546	30,421
Physical science	40,272	32,196	26,376	24,623	20,584	33,587
Physics	41,556	33,481	27,202	25,677	21,724	36,061
Political science	40,749	32,185	25,473	23,098	21,491	33,906
Psychology	40,841	32,771	25,997	24,150	20,719	34,479
Reading education	37,336	30,098	26,055	—	21,282	31,422
Secretarial and related programs	37,574	31,927	25,342	—	20,409	29,020
Social sciences	39,245	30,884	25,796	25,445	21,252	31,544
Sociology	40,245	32,462	25,934	22,984	21,076	33,092
Special education	38,684	31,335	25,707	24,391	20,438	31,354
Student counseling and personnel services	40,283	33,075	25,875	24,006	23,305	34,520
Teacher education, general programs	38,562	31,498	26,043	24,355	20,479	32,483
Theology	—	—	—	—	—	—
Visual and performing arts	37,919	30,260	24,705	23,130	20,966	30,271
Vocational and technical education	39,420	31,647	27,030	28,248	21,407	30,877
All major fields	**$40,606**	**$32,980**	**$27,168**	**$26,220**	**$21,523**	**$32,980**

478 Private Institutions

	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks
Accounting	$44,913	$37,134	$29,408	$31,072	$22,234	$33,879
Agribusiness and agricultural production	—	—	—	—	—	—
Anthropology	43,406	32,274	25,477	24,022	—	33,981
Architecture and environmental design	43,619	33,969	27,732	25,868	21,434	35,962
Area and ethnic studies	46,746	36,393	27,973	—	—	37,199
Audiology and speech pathology	43,070	31,749	24,507	—	22,322	30,162
Business administration and management	45,659	35,563	28,797	28,907	23,820	33,825
Business and management	49,523	37,412	31,278	32,912	22,855	37,253
Business economics	44,215	33,543	28,143	28,547	21,177	33,478
Chemistry	41,821	30,402	24,897	23,828	18,003	34,609
Communications	37,444	31,195	24,723	24,971	20,078	28,726
Communications technologies	35,439	31,309	25,367	25,377	21,465	27,587
Computer and information science	44,627	34,602	28,518	28,467	22,017	32,154
Curriculum and instruction	43,976	35,162	25,298	—	—	34,336
Dramatic arts	38,166	29,409	24,004	21,997	19,914	28,517
Education	37,142	29,829	24,073	22,817	20,503	29,786
Education administration	41,350	28,728	25,361	—	—	31,468
Engineering	51,835	38,637	32,963	33,399	25,614	42,934
Fine arts	37,054	28,737	23,491	22,602	20,144	29,124
Foreign languages	38,353	29,563	23,901	22,794	18,623	29,128
Geography	40,234	32,277	24,881	—	—	33,446
Geological sciences	45,631	33,520	27,272	26,520	—	37,776
History	39,330	30,284	23,798	21,881	18,500	32,671
Home economics	34,885	26,617	23,057	24,571	18,105	24,744
Letters	37,888	29,243	23,166	22,081	17,830	29,653
Library and archival sciences	36,936	27,876	23,503	—	19,165	26,026
Life sciences	39,701	30,312	24,653	24,817	17,515	32,240
Mathematics	42,705	31,341	25,263	25,014	19,732	31,894
Multi-interdisciplinary studies	35,721	26,575	21,843	21,292	18,003	26,154
Music	35,768	27,736	22,889	22,996	19,858	28,136
Nursing	37,489	29,328	23,426	24,462	20,081	24,894
Philosophy and religion	36,741	29,273	23,575	22,002	19,190	30,687
Physical education	35,835	29,525	24,100	21,676	20,064	26,533
Physical science	40,474	29,361	25,977	—	17,220	32,485
Physics	46,523	33,415	26,781	25,344	19,368	38,701
Political science	42,246	31,366	24,327	23,206	19,663	33,119
Psychology	39,838	29,839	24,064	23,474	18,872	31,444
Reading education	43,955	31,097	21,625	—	—	28,772
Secretarial and related programs	—	24,241	19,427	—	15,699	20,464
Social sciences	42,076	31,332	24,919	25,344	20,555	32,528
Sociology	38,563	28,966	24,111	22,228	19,054	29,914
Special education	39,305	28,640	22,551	22,033	16,753	27,770
Student counseling and personnel services	39,675	30,688	23,743	—	—	32,448
Teacher education, general programs	33,499	27,865	22,518	21,464	17,434	26,875
Theology	35,320	29,252	24,051	24,336	20,243	30,132
Visual and performing arts	38,126	30,601	24,339	22,571	20,451	30,056
Vocational and technical education	—	—	—	—	—	—
All major fields	**$41,175**	**$31,301**	**$25,440**	**$25,276**	**$20,049**	**$31,849**

Note: Data are based on reports from 261 public institutions that are members of the American Association of State Colleges and Universities and from 478 private colleges and universities.
* Includes data for new assistant professors.
— Indicates fewer than 10 positions in a rank or fewer than 50 of all ranks. The data are included in the averages for all ranks and for all fields.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

From the North Pole to the Equator, Illinois Professors Trudge Along

NORMAL, ILL.

Professors at Illinois State University walked from the North Pole to the Equator in a single semester.

Or rather, that is the distance 284 of them covered in trudging from their offices to far-flung classroom buildings.

That information comes courtesy of *Have Chalk, Will Travel*, a study by Michael D. Sublett, an associate professor of geography.

The "instructional shuffle," a report of the study says, has been a way of life at the university, where a shortage of classroom space has forced faculty members and teaching assistants to walk across the campus several times a week for class meetings.

6,184.79 Miles

No one really knew how far faculty members trekked until Mr. Sublett assigned the problem to his geography class.

They figured out that professors walked 6,184.79 miles in the fall semester of 1985—the distance from the North Pole to the Equator, and the same as a hike from New York to Los Angeles and back, with 750 miles left over.

Topping the list of Illinois itinerants was the English department: 27 faculty members walked 1,169 miles. Two instructors walked more than 100 miles each.

After English came the department of health, physical education, recreation, and dance, with 857 miles of commuter travel.

'The Pied Piper'

The statistics confirmed what some faculty members already suspected.

"After teaching a class, I feel like the Pied Piper going across campus with my students behind me," says Regina Foehr, a teaching assistant in English who logged 83 miles.

Mr. Sublett, whose classes are rarely more than 100 feet from his office, expected a much smaller total. "I find it a waste of time that our faculty members have to walk 6,000 miles, semester after semester," he says. "It boggles my mind."

While a few faculty members say they like getting out of their offices, many feel they are given little choice in the matter and "suffer in silence," he says.

Although he sees humor in the situation, Mr. Sublett says genuine problems are caused by so much faculty traffic. Professors often avoid carrying handouts when there's a long walk. And students may be reluctant to go to a professor's office if it's far from the classroom.

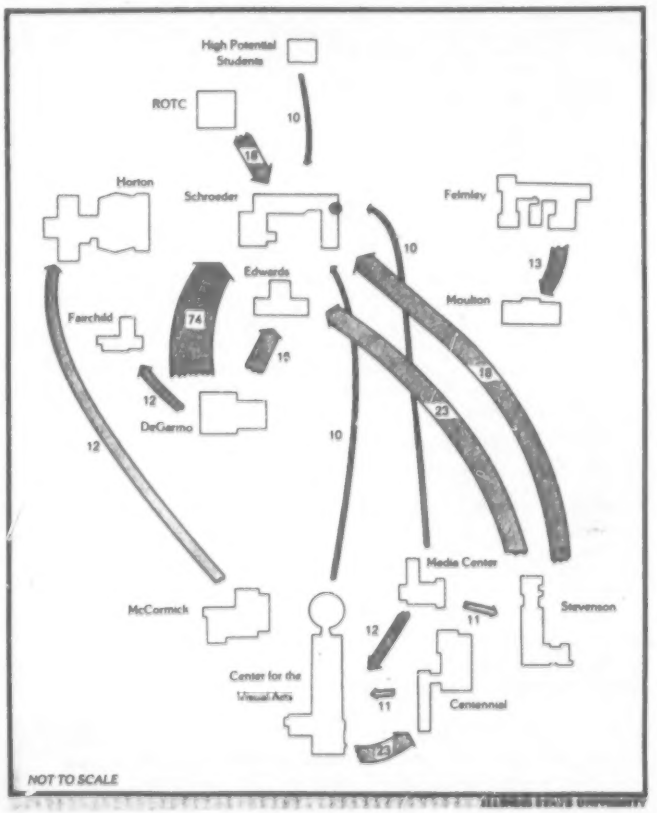
"Students never know what they're missing," he says.

Shedding Pounds

Mr. Sublett has some suggestions to make the lot of peripatetic faculty members easier. For one, the university could make carts available to faculty members so they could transport class materials comfortably.

He also says the university's "wellness" program could recognize the professors' contribution to fitness with certificates or T-shirts.

That may not be such a far-fetched idea. In just one semester, walking faculty members burned off 177 pounds of fat—the equivalent, Mr. Sublett notes, of a male professor of average height. —LIZ McMILLEN



Map of Illinois State campus shows 15 top routes and number of trips taken by faculty members from one building to another.

Computers More Available at Selective Colleges

Continued from Page 13

dents, the survey found. Computers for faculty members may be in departmental offices, classrooms, or computer laboratories; most institution-owned computers for student use are in computer laboratories or computer centers. According to the survey, each student or faculty member had access to these machines an average of 3.3 hours a week.

By comparing the number of available computers to the number of faculty members and students, Ms. Lukesh figured that there was, on average, one institutionally owned microcomputer for every 16.7 students and faculty members. However, when estimates of student-owned and faculty-owned microcomputers were added to the number of machines available, the ratio dropped to 5.3 students and faculty members for each microcomputer—"demonstrating the significance of personal ownership in any assessment of the demand for machine access," Ms. Lukesh said.

The major use for microcomputers by students, faculty members, and staff members is word processing, respondents reported. The survey did not look at instructional use of computers, but EDUCOM's Mr. Gilbert said that future surveys would include questions about that.

Uses of microcomputers by students and faculty members

	Students	Faculty	Staff
Word processing	40%	42%	40%
Spread sheets	13%	15%	16%
Public-domain software	15%	15%	8%
On-campus communications	11%	13%	12%
Statistical packages	13%	15%	5%
"Freeware" or "Shareware"	13%	13%	7%
Data base manager	9%	10%	14%
Graphics	11%	10%	6%
Inter-campus communications	7%	10%	9%

More than half of the 211 institutions surveyed—57 per cent—required some or all students to take an introductory computer course in order to graduate.

The less competitive institutions were most likely to require such a course, especially for students majoring in business, computer science, and engineering, the survey found. Other fields that had computer-course requirements included general sciences, nursing and health, architecture, education, management, motel administration, and secretarial technology.

Institutions where computer courses are required

How selective	All students	Some schools	Some departments
Most	20%	7%	7%
Highly	9%	4%	17%
Very	15%	26%	15%
Competitive	13%	30%	23%
Less	23%	23%	18%
Non-selective	40%	40%	20%

More than 60 per cent of the colleges and universities surveyed indicated that they had negotiated or were negotiating for site licenses—which permit the reproduction and distribution of software on their campuses—and 56 per cent of the institutions sold software. Of those, half sold the software at a discount.

A total of 154 institutions had adopted written policies about illegal access to software, and 142 had written policies about illegal copying of software. But most indicated that the policies were not very effective.

Effectiveness of policies against illegal access and copying

	Access	Copying
Very effective	33%	11%
Fairly effective	49%	51%
Not effective	1%	9%
Unclear	15%	26%

While many colleges and universities offered faculty members help in selecting and using instructional microcomputer software, few institutions had formal plans or programs for integrating microcomputers into the curriculum.

Most institutions that offered assistance in software use offered instruction, often in scheduled classes or seminars, or consultants who could answer specific questions.

Institutions providing software assistance

Instruction	63%
Consultants	63%
Hot-line	40%
On-line consultants	19%

Copies of the executive summary of *Survey of Microcomputer Use in Higher Education*, to be released next month, are $7.50 from Susan S. Lukesh, Peat Marwick Main and Co., 345 Park Avenue, New York 10154. The full report will be priced at $45 for EDUCOM members, $125 for other institutions of higher education and not-for-profit organizations, $495 for EDUCOM corporate associates, and $1,195 for others.

Mich. Study Finds Most Computer Buyers Are Men, but More Women Want Courses

ANN ARBOR, MICH.

While standing in line one unseasonably warm weekend last February, 1,467 would-be purchasers of Apple Macintosh computers at the University of Michigan filled out a questionnaire that resulted in one of the first comprehensive looks at who is buying and using microcomputers on a campus where computers are not required and computer purchases are not strongly recommended.

The nearly 2,000 people who lined up to buy their computers were responding to discounts of up to 52 per cent—greater than the special discounts usually offered on the campus—in an experiment that allowed the university to set up an efficient distribution system for large-volume purchases and allowed Apple Computer, Inc., to cut prices with manufacture-on-demand and just-in-time-delivery systems.

'A Very Broad Set of People'

While the survey results were not surprising, they did confirm university officials' beliefs that microcomputer usage was not limited to a few technical experts.

"It is a very broad set of people who are using the machines," said Gregory A. Marks, deputy vice-provost for information technology.

The majority of the purchasers—58.8 per cent—were male. More than three-fourths of all purchasers were buying their first microcomputers, but of the new buyers, proportionally there were more women than men.

"Even though the men outnumbered the women, the gap between the sexes was narrower than that observed in other surveys of the U-M computing population," the survey report said.

"Women were also more interested in taking courses in computer use," Mr. Marks said. "It looks like what is going on is that women are putting more time and energy than the men into upgrading their skills. They have a real desire that is absent in the male population."

71 Pct. Were Students

Other findings of the survey:

► Nearly 60 per cent of the men who already had computers said they would use both machines; more than 60 per cent of the women who had computers said the Macintosh would replace their old machines.

► Juniors and seniors were most likely to be buying a computer for the first time.

► Students accounted for 71 per cent of the purchasers; of the remaining 29 per cent, two-fifths were faculty members, and three-fifths were staff members.

► Among the students, 14.9 per cent were freshmen, 11.8 per cent sophomores, 11.4 per cent juniors, 22.9 per cent seniors, and 37.6 per cent graduate students.

► Most purchasers said they would use their computers more for work or studies than for personal computing, although men were less likely to do so than women.

► Four per cent of the purchasers said they were experts on the Macintosh; 30.2 per cent said they were very familiar with the machine; 48.9 per cent said they were "somewhat" familiar with it; and 16.9 per cent did not know how to use it.

► More women than men planned to take classes on using the Macintosh.

► Almost all purchasers—98 per cent—said they would use the Macintosh for word processing. Other proposed uses:

Graphic arts	63.3%
Games	60.3%
Data-base management	57.0%
Communication	53.5%
Statistics	52.3%
Programming	47.1%
Business graphics	42.4%
Music	25.0%

—JUDITH AXLER TURNER

59 Colleges Offer 'Scholar's Passport'

DUBLIN, OHIO

Faculty members at 59 colleges and universities that are members of the Research Libraries Advisory Committee of O.C.L.C.—the Online Computer Library Center—will be able to check out books at any library at any of the institutions with a new library card issued by the committee.

Elaine F. Sloan, dean of libraries at Indiana University at Bloomington—one of the 59 institutions—calls the new library card a "scholar's passport."

"It will enable faculty members to cross institutional boundaries," she says.

Currently, faculty members who want to check books out of a library at another college or university must receive special permission from the library.

The new card will short-cut the process, Ms. Sloan says, making it easier for faculty members to use other research libraries.

IDEAS

By Zoë Ingalls

- **New approaches to literary classics**
- **Analysis of inability to read critically**

HIS IDEALISM is shattered as he wrestles with a typical adolescent identity crisis.

She is torn between values of childhood and adulthood. She wonders how she can remain an obedient daughter, yet be true to her young lover. Devastated by her moral dilemma and emerging sexuality, the teenager has a breakdown and kills herself.

Are these characters in the latest made-for-TV movie? It has a contemporary ring, but it's an old story: The girl is William Shakespeare's Ophelia; the boy, Hamlet, her equally ill-fated lover.

Together they are an object lesson in "Classics in British Literature," a three-week program to be offered at Santa Clara University this summer that is designed to show high-school teachers new ways to teach literature and help their teenage students gain insights into their own problems by seeing them reflected in the classics.

EDWIN BOOTH AS HAMLET: OSSIE & CO.

"New approaches to classics can help students develop verbal and analytical skills, plus enable them to explore questions about family bonds, personal identity, loyalty, and commitment," says Diane E. Dreher, an associate professor of English and director of the program.

Ms. Dreher will be assisted by two other English-department faculty members and a marriage-and-family counselor experienced in both adolescent development and violence prevention.

In addition to *Hamlet*, the teachers will examine Shakespeare's *Twelfth Night*, James Joyce's *A Portrait of the Artist as a Young Man*, and selected poems of John Donne.

"In *Hamlet* and *Twelfth Night* young people find themselves deprived of viable adult role models," says Ms. Dreher. "They either find their own answers and affirmations or are destroyed by uncertainty and self-doubt.

"Similarly, in Joyce's *A Portrait of the Artist as a Young Man*, Stephen Daedalus casts away his old belief system and goes on an odyssey of self-discovery to develop himself and his talent. In a personal sense, each of these works portrays a renaissance—the birth of adulthood when a young person realizes that he or she must make the difficult decisions about love, work, and meaning."

Santa Clara will select 20 high-school teachers to participate in the program. Those who complete it will receive eight continuing-education credits plus a $750 stipend. The program is being paid for with a grant from the California Council for the Humanities.

For more information, contact Diane E. Dreher, associate professor of English, Santa Clara University, Santa Clara, Cal. 95053.

■

IN RECENT YEARS, many experts have reported what they perceive as a massive growth in the number of adults who are functionally illiterate—that is, they lack the basic reading and writing skills necessary to function in everyday life.

Some reports have said that as many as a fourth of American adults cannot read well enough to follow a bus schedule or write well enough to make out a check.

According to Harold L. Herber, a professor of education at Syracuse University, the functional-illiteracy problem has been blown out of proportion. He and other faculty members have banded together to analyze and, they hope, begin to solve what a much more significant dimension of adult illiteracy: the inability to read critically.

Through a new Interdisciplinary Institute on Literacy, which Mr. Herber will direct, the faculty members will conduct research and eventually develop programs, instructional materials, and new teaching methods aimed at "enhancing literacy."

"We want to discover what is necessary for people to be successful in whatever they do—whether it's somebody on the line or somebody in the executive suite," Mr. Herber says.

Some new studies show that true functional illiteracy is not as prevalent as some believe, Mr. Herber says. "The lack is in the higher levels of reading and thinking that are needed to infer ideas from what is read—to draw conclusions and to analyze the facts presented."

The institute's founders will first attempt to draw together people from business, industry, social-service groups, government, and the university to talk about the aspects of the problem that keep people from reaching their potential.

For more information, contact Harold Herber, professor of education, Reading and Language Arts Center, Syracuse University, 170 Huntington Hall, Syracuse, N.Y. 13244.

17 High-School and 2 College Football Players Died in 1986

CHAPEL HILL, N.C.

Two college athletes were among 19 players who died from football-related injuries in the 1986 season, two researchers have found.

While such deaths among college players remained level in 1986, the number of fatalities among high-school players rose from 5 in 1985 to 17. No sandlot or professional players died from football-related causes in 1986.

Frederick O. Mueller, professor of physical education at the University of North Carolina at Chapel Hill, and Richard D. Schindler, assistant director of the National Federation of State High School Associations, who conduct an annual survey of deaths and injuries from football, noted the increase with concern.

They pointed out, however, that the rise in football-related deaths was the first in nine years and that "the numbers are still low when compared with the late 1960's." At that time, it was not illegal for football players to use their heads directly in blocking and tackling. That change was made in 1976.

Ways to Reduce Danger

They offered no specific reasons for the increase in fatalities, but recommended several ways in which coaches and trainers could help reduce the danger of serious injury or death from football. Among them:

- Players should have medical examinations before being allowed to play or practice.
- Coaches and trainers should emphasize good physical conditioning, including neck-strengthening exercises.
- A physician should be present at all games and practices.
- Coaches and officials should see that game rules are strictly enforced.
- Coaches should emphasize the proper way to block and tackle to avoid head injuries.
- All injured players should receive immediate medical attention.

The survey makes a distinction between "direct" and "indirect" football-related deaths.

The former are those that result from injuries sustained during competition or practice. Indirect deaths are those caused by systemic failure as a result of exertion while playing football or by a complication that is secondary to a non-fatal injury.

In 1986, one of the two college fatalities was characterized as a direct death. A player died from a subdural hematoma after receiving a blow to the head in practice.

The other collapsed during practice and died the same day. An autopsy report related his death to sickle-cell trait and an enlarged heart.

The report is prepared annually for the National Collegiate Athletic Association, the American Football Coaches Association, and the high-school federation.

Here is how football-related deaths among college players have changed since 1977:

Year	Direct	Indirect	Total
1977	1	0	1
1978	0	1	1
1979	1	1	2
1980	0	0	0
1981	2	0	2
1982	0	3	3
1983	0	3	3
1984	1	0	1
1985	1	1	2
1986	1	1	2

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Athletic Calendar

Meetings

May 21-23—Counseling: Fourth Annual Conference on Counseling Athletes, Springfield College, Springfield, Mass. Contact: Al Petitpas, Athletic Counseling, Springfield College, Springfield, Mass. 01109; (413) 788-3325.

May 22-25—History of sport: Annual convention, North American Society for Sport History, Columbus, Ohio. Contact: Richard C. Crepeau, Department of History, P.O. Box 25000, University of Central Florida, Orlando, Fla. 32816.

May 29-31—Football: Annual meeting, College Football Association, Hyatt Regency Hotel, Dallas. Contact: College Football Association, 6688 Gunpark Drive, Suite 201, Boulder, Colo. 80301-3339; (303) 530-5566.

June 4-7—Psychology of sport: Annual meeting, North American Society for Psychology of Sport and Physical Education, Simon Fraser University, Burnaby, British Columbia, and University of British Columbia, Vancouver. Contact: David Goodham, Kinesiology, Simon Fraser University, Burnaby, British Columbia V5A 156; (604) 291-4253.

June 7-10—Governance: Annual meeting, National Association of Collegiate Directors of Athletics, Town and Country Hotel, San Diego. Contact: Dorothy Sikkila, NACDA, P.O. Box 16428, Cleveland, Ohio 44116; (216) 892-4000.

June 10-17—Governance: Annual meeting, Canadian Interuniversity Athletic Union, Brock University, St. Catharines, Ontario. Contact: Chris Critelli, Athletics, Brock University, St. Catharines, Ontario L2S 3A1; (416) 688-5550.

Championships

April 23-25—Men's gymnastics: National Collegiate Athletic Association, University of California at Los Angeles.

April 24-25—Women's gymnastics: Division I, National Collegiate Athletic Association, University of Utah.

May 1-2—Men's volleyball: National Collegiate Athletic Association, University of California at Los Angeles.

May 1-3: Women's slow-pitch softball: National Junior College Athletic Association, George C. Wallace State Community College.

May 3-9—Women's tennis: Division II, National Collegiate Athletic Association, California State University at Northridge.

People in Athletics

Benny Dees, men's basketball coach at U. of New Orleans, to men's basketball coach at U. of Wyoming.

Kyle DeGregorio, men's basketball coach at East Stroudsburg U. of Pennsylvania, has resigned.

Samuel L. Dixon, assistant men's basketball coach at Davidson College, to men's basketball coach at Denison U.

Tommy Gaither, men's basketball coach at Baptist College at Charleston, to men's basketball coach at Morehead State U.

William Macdermott, football coach at Wesleyan U., has resigned.

Rick Majerus, former men's basketball coach at Marquette U., to men's basketball coach at Ball State U.

Tony McAndrews, men's basketball coach at Colorado State U., has resigned.

Chris McKee, women's swimming and diving coach at Villanova U., has retired.

Gary Moss, men's basketball coach at West Texas State U., to men's basketball coach at Sam Houston State U.

Richard H. Perry, former athletic director at U. of Southern California, to athletic director at U. of California at Riverside.

Tom Sheridan, assistant baseball coach at James Madison U., to baseball coach at Mary Washington College.

Mike Steele, men's basketball coach at DePauw U., to men's basketball coach at East Carolina U.

Matt Vonderbrink, assistant men's basketball coach at Centre College of Kentucky, to men's basketball coach at Lynchburg College.

Dave Williams, men's golf coach at U. of Houston–University Park, has resigned.

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News Summary

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The Jefferson Lecturer, Forrest McDonald, became an expert on the Constitution by immersing himself in 18th-century works. Story on Page 6.

Members of the National Academy of Sciences have again rejected the nomination of a Harvard political scientist. Story on Page 6.

Colleges are increasingly trying mediation as a way to settle internal grievances. Story on Page 14.

The Office for Civil Rights has found that many colleges lack satisfactory systems for recruiting black faculty members. Story on Page 19.

The chairman of the House Postsecondary Education Subcommittee visits a college campus to observe for himself what the problems are. Story on Page 19.

A new study of giving by wealthy Americans assesses the future of foundations. Story on Page 33.

Professional schools are helping pay off student loans of alumni who choose public-interest careers. Story on Page 37.

Brown University students are spearheading a drive to abolish or reform the Scholastic Aptitude Test. Story on Page 37.

The sociologist who organized the boycott of the 1968 Olympics has formed a group to monitor the hiring of black college coaches and sports administrators. Story on Page 40.

Universities in South Korea have long been as much political battlegrounds as places of learning. Story on Page 44.

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Fearing Loss of Public Confidence, Some Colleges Change Ways They Deal with Their Constituencies

They undertake image-building efforts, although some observers say the problem isn't critical

By STACY E. PALMER

Fearful that Americans may be losing confidence in higher education, college officials are changing the ways they deal with the press, policymakers, and the public.

Rapid increases in tuition costs, scandals in college athletics, and skepticism about the quality of higher education are just three of the issues that have spurred harsh criticisms in the nation's editorial pages, on Capitol Hill, and elsewhere. College lobbyists have been accused of whining and behaving like the representatives of any other special interest. Education Secretary William J. Bennett said last fall that "higher education's tendency to cry 'Wolf' so insistently and tiresomely" could eventually erode Congressional support for college and universities.

More and more, college leaders say, they are required to explain and justify the way colleges and universities behave.

Says Judith Rowan, associate chancellor for public affairs at the University of Illinois at Urbana-Champaign: "For a long time higher education took for granted that the public understood what it does and that it performs a function of value to society. We didn't work very hard at making the case."

'We Have to Be More Aggressive'

That has changed. "The public is less willing to just accept what we do at face value," says Ms. Rowan. "We have to be more aggressive about explaining what higher education does and why we do it."

"It used to be that as soon as we said something would hurt us, it would be put aside," says Robert K. Durkee, vice-president for public affairs at Princeton University. "Now people expect an informed analysis of why it would hurt."

Not everybody agrees that public perceptions of higher education have become noticeably more negative.

"I don't buy it," says Clark Kerr, former president of the University of California and a veteran observer of the public mood regarding higher education. "I think it's more that people feel they have to portray something as a 'crisis' just to get anything done."

Even so, the concern has spawned many changes on the campuses and within the major associations that represent higher education. Increasingly, colleges are appointing senior-level people to handle public relations—a job that was previously viewed on many

Continued on Page 24, Column 1

Leaders of Outlawed African National Congress Urge Americans to Shun All Academic Contacts with Apartheid Institutions

By STEVE ASKIN

HARARE, ZIMBABWE

Leaders of South Africa's outlawed African National Congress have called anew on Americans and other foreigners who may be considering academic connections in that country to avoid all links with apartheid institutions and to consult with South Africa's "democratic movement," including student groups and university staff members, before pursuing any involvement.

The A.N.C., which has its headquarters in Lusaka, Zambia, does not seek a "blanket boycott" that would isolate South Africans from the rest of the world, said Thabo Mbeki, a leader of the organization's National Executive Committee. But he reaffirmed support for a complete end to foreign investment in South Africa and called on outsiders to sever all ties with institutions that serve the apartheid system.

As an example, Mr. Mbeki said it would be wrong for an American computer expert to lecture at the white-dominated University of the Witwatersrand, even though that institution has sought to help black students. On the other hand, the A.N.C. leader said, a medical professor could appropriately speak in South Africa to the National Medical and Dental Association, a group that has worked to expose the mistreatment of political prisoners.

Scores of students were hurt in confrontations with police at the University of Cape Town last week. Story on Page 44.

Mr. Mbeki was one of several A.N.C. officials to participate in wide-ranging interviews with *The Chronicle* in recent weeks, here and in neighboring Zambia. Their assessment recalled warnings last fall by about two dozen black education leaders from South Africa that some American programs designed to help blacks there had been ill conceived *(The Chronicle,* December 10, 1986).

In their recent interviews, the A.N.C. officials acknowledged that the scope of the "cultural boycott" supported by the African National Congress was a subject of continuing discussion among its constituents and allies. Some A.N.C. officials have argued for an absolute ban on academic contacts with South Africa by all foreigners and their institutions.

One advocate of a total boycott is Jack

Continued on Page 47, Column 1

Some Hail 'Computational Science' as Biggest Advance Since Newton, Galileo

By JUDITH AXLER TURNER

Its champions call it "computational science" and claim that it is the greatest breakthrough in scientific method since Sir Isaac Newton invented theoretical science and Galileo before him set down the techniques of observational and experimental science.

Computational science is science done on a computer. A computer can serve as a laboratory for researchers who cannot experiment with their subjects, and as a calculator for those who otherwise might need centuries to solve some problems mathematically—if they could be solved at all.

ment with black holes or with four-dimensional figures by drawing pictures of what happens when they tweak and play with such phenomena. With their ability to do millions of computations a second, computers also let researchers hammer away repeatedly at mathematical theories that have been known for years but never solved.

NSF Invests $22-Million

In support of all this, the National Science Foundation is putting $22-million into a program in computational science that stretches across disciplines and across the agency.

tational science differs in a qualitative way from what they have done before, others say that it is just a faster way of doing what they have always done.

But whether they think they are doing

Continued on Page 8, Column 1

Southern Methodist U. Looks to the Future

A football scandal has tarnished Southern Methodist University's image, but many people on the campus are optimistic about the future. Story on Page 41.

Give & Take

A watchdog group, the ational Committee for Responsive hilanthropy, says that ontributions made on the job to harities other than the United Way pped $100-million for the first time 1986, a 19-per-cent increase over e previous year.

The development, the group said, arked a revolution in workplace nd raising.

The organization issued a report giving to "alternative charities" a Washington conference it co-onsored with the National Black nited Fund. The meeting was held the same time the United Way of merica was marking its 100th niversary.

Robert O. Bothwell, executive rector of the committee, said ternative charities raise funds for ograms not being served by the nited Way, particularly projects aling with such issues as social stice and the environment. There e now 85 alternative charities perating in 32 states, and a owing number of them are being lowed to raise funds by payroll ductions at colleges and iversities.

Giving to alternative charities via yroll deduction has grown 184 per nt in dollar volume in the past five ars, while contributions to United ay campaigns have grown 54 per nt, the group's report said.

▪

United Way has been honored the U.S. Postal Service with a 22-nt stamp commemorating its 100 ars of raising funds for human-rvice programs.

The stamp, which bears the essage "Uniting Communities," as issued at a special ceremony in ashington last week. The oceedings were part of United ay's centennial conference, which cused on the role of volunteers in nerican society.

▪

November is now rated the top onth for fund-raising mailings.

The Kleid Company, brokers and anagers of direct-mail lists, found at 16.6 per cent of all fund-raising peals mailed in the past 12 months ere sent last November.

eviously, February traditionally d the highest volume of fund-ising mail.

The company's "1986-87 easonality Study" was based on the lume of pieces mailed. However, a report on its study the company id organizations scheduled their ailings for the time of year that was ost likely to produce the greatest sponse.

"No organization will continue mail in volume in a season that amatically increases the cost of ing business," said the company.

After November, the months ith the biggest volume of fund-ising mail in the past year were ebruary, March, and September. n average over the past five years, e top months for mailing fund peals were February, eptember, November, and ctober, the company found.

Philanthropy

Health of Foundation Philanthropy Assessed in New Study of Giving by Rich Americans

It seeks to document economic and social reasons for slowdown in birthrate of new funds

By PAUL DESRUISSEAUX

Teresa Odendahl is an anthropologist who spent the past three years examining aspects of a cultural ritual that is particularly American: giving money away.

Ms. Odendahl was manager of a major research project designed to assess the health of foundation philanthropy in the United States.

Through the project—an umbrella for seven separate studies—a team of scholars sought to document the slowdown in the birthrate of foundations, and to identify some of the economic, regulatory, and social reasons behind it.

Among other things, the researchers also measured how well the assets of some of the largest foundations had held up, and sampled the attitudes of very wealthy individuals toward organized philanthropy.

125 Millionaires Interviewed

Getting the rich to talk about their charitable activities, says Ms. Odendahl, took a lot longer than she had anticipated. "It was a year before we got our first interview," she says. "But we felt the only way to understand these trends would be to talk to people about them."

Eventually, more than 125 millionaires, most of whom regularly give large sums to charity, were interviewed for the study, as well as 100 advisers to wealthy people. What they had to say is discussed in the final report on the project, which the Foundation Center has just published as a 325-page book. Called *America's Wealthy and the Future of Foundations,* it was edited by Ms. Odendahl.

Among the study's findings:

► Tax considerations, while important, play a smaller role in a donor's deliberations about establishing a foundation than they do in decisions about other forms of charitable giving.

FOUNDATION NEWS

Elizabeth Boris: "Legislation affecting foundations has been promulgated with no idea of what impact it might have because data simply did not exist."

DAVID OTTENSTEIN, YALE UNIVERSITY

Teresa Odendahl: Throwing light on "a seriously neglected subject of study: charitable decision-making by persons of wealth."

► Many wealthy people today prefer making direct contributions to charitable organizations to using a foundation as a vehicle for their philanthropy.

► Altruism as well as a desire to have some control over how their charitable dollars are used are what often lead wealthy people to form foundations.

► The idea of establishing a foundation almost always originates with the donor and not a lawyer, accountant, or other adviser.

► Inflation has eroded the assets of many of the large foundations created in the first half of the century. Only six very large foundations—with assets of $100-million or more—have been established since 1962.

► Several dozen major foundations hold most of the assets, dispense most of the grants, and employ most of the professionals who work in organized philanthropy. Small foundations make up the bulk of the field, but hold a small proportion of the assets, have few full-time employees, and

Continued on Following Page

Columbia Gets $25-Million for Minority Scholarships; Knight Foundation Backs 7 Programs for Journalists

Knight

AKRON, OHIO

The Knight Foundation has given a total of $8.25-million to seven universities to support mid-career education programs designed to improve the expertise of practicing journalists.

The grants include two of $3-million each to preserve what the foundation called a pair of "prestigious but endangered" programs—the Vannevar Bush Fellowships at the Massachusetts Institute of Technology, for reporters specializing in science and technology, and the Walter Bagehot Fellowships at Columbia University, for business writers.

Other grants will strengthen or help establish programs at the Universities of Maryland and Michigan, and at Harvard, Stanford, and Yale Universities. Most of the programs enable the fellowship recipients to spend a year at the universities.

"We believe a major, comprehensive effort to strengthen the credentials of journalists is an effective—and long-lasting—step toward insuring excellence in the press," said James L. Knight, chairman of the foundation.

The Knight Foundation, which had $462-million in assets at the end of 1986, was established by James Knight and his late brother, John S. Knight. The two founded Knight Newspapers, Inc., now Knight-Ridder, Inc., which owns 34 daily newspapers, 8 television stations, and other businesses. The private foundation is not a part of the company.

Total Reaches $13-Million

The latest grants bring to $13-million the total given by the foundation for mid-career training for journalists.

A $4-million grant to Stanford University several years ago established the John S. Knight Fellowships there, and an earlier grant of $750,000 helped finance a similar

Continued on Page 36, Column 1

Columbia

NEW YORK

Columbia University last week received $25-million from one of its graduates to support scholarships for members of minority groups.

The gift, from John W. Kluge, is the largest donation ever received by the university. Mr. Kluge is chairman of the Metromedia Company, a broadcasting and communications business.

Michael I. Sovern, president of Columbia, called the gift "the most enlightened and remarkable commitment to minorities in our experience."

He said the gift would provide "a wonderful lift" to the university's efforts to continue its "need-blind" admissions policy for undergraduates, under which students are admitted regardless of their ability to pay.

Mr. Sovern said the gift would help in-

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Health of Foundation Philanthropy Assessed

Continued from Preceding Page

are usually run by family members and friends, or by lawyers and bankers.

Close to 24,000 private foundations are in operation today, according to the Foundation Center, but only about 4,400 of them have assets of at least $1-million or make annual grants of $100,000 or more. The latter group controls some $64-billion in assets, or 95 per cent of the funds held by all private philanthropies, and distributes 85 per cent of the grants—$4-billion worth each year.

The research project, the largest on foundation philanthropy ever conducted, was sponsored by the Council on Foundations, a national association of grant makers, and the Yale University Program on Non-Profit Organizations. Grants from the W. K. Kellogg, Andrew W. Mellon, and Charles Stewart Mott Foundations helped to finance it.

'Ebb and Flow' over 30 Years

The apparent decline since the late 1960's in the birthrate of private foundations—particularly those described as large, with assets of at least $1-million or annual giving of $100,000 or more—had been previously reported by both the U. S. General Accounting Office and the Foundation Center. The study reports that the decline began well before the passage of the Tax Reform Act of 1969 and continued at a greater rate afterward. The 1969 tax act included provisions that were widely viewed as major impediments to the creation of private foundations.

"There has been an ebb and flow in the creation of foundations of all sizes over the past 30 years," writes Ms. Odendahl, "but large foundations in particular are not being established at the same rate as in the past."

Following are the number of large foundations created and the total number of foundations existing, by decades, since 1910. The tabulation counts only foundations that in 1983 had assets of at least $1-million or made annual grants totaling at least $100,000.

Increase in large foundations

	Created	Total
1910-1919 ...	44	95
1920-1929 ...	108	203
1930-1939 ...	164	367
1940-1949 ...	571	938
1950-1959 ...	1,120	2,058
1960-1969 ...	766	2,824
1970-1979 ...	401	3,225
1980-1983 ...	135	3,360

Today's typical foundation, the researchers report, was formed by a living donor in 1959 with an endowment of $100,000. Most existing foundations were established with small initial gifts and grew through additional contributions from the donor, through bequests, and through appreciation of assets. More than half of the foundations with current assets of $100-million or more were formed with a gift of less than $1-million.

Foundations established since 1970 are more likely to have been formed by bequest than those set up earlier. That trend, the report suggests, could have major consequences for the future growth of foundation assets, since a major source of such expansion has been gifts made by donors to their own philanthropies during their lifetimes.

The assets held by all foundations declined in their real value in the 1970's and until 1983. Poor stock-market performance and stringent federal payout requirements were partly responsible for that circumstance, but so was a drop in the foundation population of more than 10,000 during that period. The years immediately following the 1969 tax act had the highest incidence of foundation "terminations."

Following are the number of foundations of all sizes that folded in the years 1970 through 1982:

Foundations that folded

1970	883	1977	618
1971 ...	1,506	1978	585
1972 ...	1,733	1979	616
1973	946	1980	555
1974	952	1981	455
1975	792	1982	151
1976	784	Total ..	10,576

Four times as much money was awarded in grants by foundations in 1982 as had been 20 years earlier, but the increase was found to be only slight in terms of dollars of constant purchasing power.

In the same period, the growth of the assets held by 954 foundations with assets in 1982 of $5-million or more was found to be inconsequential in real dollars.

Since 1983, a combination of good stock-market performance and a loosening of payout requirements contributed to the growth of foundation assets.

Several Reasons for Slowdown

The researchers identified several factors responsible for the slowdown in the growth and formation of foundations over the past three decades. They included changes in laws and regulations directly affecting the operation of private foundations, in tax laws that influenced charitable giving by wealthy people, and in attitudes toward philanthropy.

Among the specific factors cited:

► Increased regulation of foundations.

► Decreased tax deductibility of contributions to them.

► The growth of alternatives to foundation philanthropy, such as gifts made directly to charitable organizations, which offer greater tax deductibility.

► Advice from lawyers, who were found to recommend rarely the formation of a foundation.

► Declines in individual tax rates.

► A greater desire for direct personal involvement in charitable causes, especially by younger wealthy people, "which has led to some rejection of the institutional aspects of formal grant making."

► The "depopularization" of foundations as a result of Congressional hearings and public attacks on them.

As for donors who established foundations, the researchers identified 20 motivating influences on their decisions to do so, which were ranked and weighted. "Personal philosophy," including religious heritage and concern for the welfare of others, ranked first. A desire to establish a vehicle for the systematic conduct of charitable giving ranked second. Tax incentives ranked sixth. Social pressures and political beliefs were near the bottom of the rankings.

"We can never know the 'true' philanthropic motives of the wealthy or their reasons for establishing foundations," writes Ms. Odendahl. "In the interviews they told us about their ideologies, as well as what they wanted us to hear." But while not conclusive, she adds, the reported motives "help to throw light on a seriously neglected subject of study: charitable decision-making by persons of wealth."

Researchers associated with the project say their findings might help stop the decline in the birthrate of foundations because, for the first time, reasons for the slowdown have been documented.

"In the past legislation affecting the creation of foundations has been promulgated with no idea of what sort of impact they might have because data simply did not exist," says Elizabeth T. Boris, vice-president for research and planning at the Council on Foundations, which surveyed some 1,000 foundations for the project. "Now we can at least point to the impact previous legislation appears to have had on the formation of new foundations."

The Council on Foundations incorporated some of the study's findings into a campaign it has begun to encourage the formation of more grant-making organizations. A key element of the campaign is an effort to educate lawyers about the benefits and importance of foundations.

"In many instances a foundation is the best vehicle for the philanthropy of a donor who wants to know where his money goes," says Ms. Boris, "and we need to help lawyers see this."

Foundation officials say that while philanthropy in any form is valuable, a gift by an individual to establish a foundation will, over time, make it possible to do more for the public good than a one-time gift to a particular charity.

Strong Supporters of Education

Wealthy donors, the researchers found, were strong supporters of education.

"When we asked people what their special interests were, education, as always, ranked among the highest," says Ms. Boris, who, with Ms. Odendahl, was largely responsible for conducting the interviews with the wealthy.

"Our surveys indicated that most individuals who had made major gifts before establishing their foundations had made them to their alma maters," says Ms. Odendahl. "People get involved in giving once they are asked to give, and colleges and universities are the most sophisticated about doing that."

Sometimes a donor is torn between making a direct major contribution to a college or using the money to form a foundation, but Ms. Odendahl says it is misleading to think of the two as competitors because foundations do support higher education. "And quite often a family will make a major gift to higher education outside of their foundation," she adds.

The wealthy people interviewed were not representative of rich people in the United States, "but they were representative of those who practice philanthropy, who have been involved in support for charity in some way," says Ms. Odendahl.

Surprising Amount of Candor

She was surprised, she says, by the candor of those interviewed, considering how difficult it was to get to see many of them. None of those interviewed are identified by name.

"I expected some information to be much harder to elicit than it was, such as the degree of entitlement they feel, or the amount of control they wanted to have over organizations they support," she says.

Besides Ms. Boris and Ms. Odendahl, the researchers who contributed chapters to the book were John A. Edie, vice-president and general counsel of the Council on Foundations; Ralph L. Nelson, a professor of economics at Queens College of the City University of New York; and Francie Ostrower, a doctoral candidate in sociology at Yale University and a researcher in its Program on Non-Profit Organizations.

Also, Gabriel Rudney, a senior research associate at the Yale program, and Eugene Steuerle, director of finance and taxation projects at the American Enterprise Institute for Public Policy.

Two foundation lawyers in Washington, Edward Jay Beckwith and Jana S. DeSirgh, prepared a "technical appendix" to the book on tax law and private foundations.

The data compiled for the project will be maintained and updated. "W don't plan to let this just sit there, says Ms. Boris.

A political scientist by training Ms. Boris is planning a follow-u study on elements of democratic th ory in the motivation of donors.

Ms. Odendahl, who is now exec tive director of the Women's Fou dation of Colorado, is completing book on the culture of philanthrop and the political economy of charit ble giving in the United States that based on the interviews she conduc ed for the project.

Copies of *America's Wealthy an the Future of Foundations* are $34.9 each ($24.95 for paperback), plus $ for handling, and may be ordered d rectly from the Foundation Cente 79 Fifth Avenue, New York 1000 The toll-free telephone number (800) 424-9836.

Private Grants and Gifts

BOOTH FERRIS FOUNDATION
30 Broad Street, New York 10004

Computer science. For programs in computer science: $100,000 to Knox College.
Facilities. To expand and renovate the library: $100,000 to Berry College.
Humanities. For programs in the humanities: $75,000 to Upsala College.
Planning. For institutional planning: $100,000 to Wheaton College (Mass.).

HENRY LUCE FOUNDATION
111 West 50th Street, New York 10020

Art history. For dissertation fellowships in American art history: $40,000 each to Boston U., Columbia U., U. of Delaware, Graduate Center of City U. of New York, U. of Michigan, Stanford U., and Yale U.

JOHN D. AND CATHERINE T. MacARTHUR FOUNDATION
140 South Dearborn Street, Chicago 60603

Journalism. For fellowships for Latin American journalists: $150,000 over three years to Harvard U.
Visual literacy. For the film and television archive: $30,000 to U. of California at Los Angeles.

ANDREW W. MELLON FOUNDATION
140 East 62nd Street, New York 10021

Curriculum. For programs of cross-disciplinary studies: $700,000 to Emory U.
Disadvantaged. To enable advanced-placement teachers from secondary schools in disadvantaged areas to attend summer teaching institutes: $450,000 over four years to College Board.
Libraries. For the position of curator of books: $450,000 to Folger Shakespeare Library.

METROPOLITAN LIFE FOUNDATION
One Madison Avenue, New York 10010

Teacher education. For programs of teacher education: $35,000 to Brown U., $40,000 to City College of City U. of New York, $30,000 to New York U., $40,000 to U. of Pennsylvania, and $27,400 to U. of Wisconsin at Madison.

M. J. MURDOCK CHARITABLE TRUST
915 Broadway, Vancouver, Wash. 98660

Facilities. For a learning-resource center: $1.35-million to George Fox College.

PEW CHARITABLE TRUSTS
Suite 501
Three Parkway, Philadelphia 19102

Economics. For research and policy programs in economics and national security: $130,000 to American Enterprise Institute for Public Policy Research, $300,000 to U. of Chicago, $197,000 to Columbia U., $300,000 to Hoover Institution of War, Revolution, and Peace, $100,000 to Massachusetts Institute of Technology, $400,000 to Princeton U., and $500,000 to U. of Maryland.
—For research on the federal budget: $150,000 to Brookings Institution.
—For research and faculty development in economic education: $400,000 over two years to Princeton U.
Facilities. For renovation and construction: $200,000 challenge grant to Austin College, $300,000 to Bates College, $250,000 to Beaver College, $300,000 to Beloit College, $120,000 to Bryn Mawr College, $247,000 to Eastern Baptist Theological Seminary, $100,000 to Hillsdale College, $250,000 to Lafayette College, $850,000 to Lehigh U., and $200,000 to Muhlenberg College.
Health care. For research on hospital care: $349,000 over two years to New York U.
History. For the oral-history project in the school of law and diplomacy: $470,000 to Tufts U.
Libraries. For library-automation projects: $250,000 over three years to Center for Research Libraries.
—For the 18th-Century Short Title Catalogue: $300,000 over three years to Research Libraries Group.
Medical education. For the International Physician Leadership Development Program: $300,000 over three years to American Medical Student Association Foundation.
Non-traditional education. For support of programs: $200,000 to Council for Adult and Experiential Learning.
Nursing. For a study of the cost of baccalaureate and graduate nursing education programs: $374,000 to American Association of Colleges of Nursing.
—For the school of nursing: $126,000 to U. of Pennsylvania.
Nutrition. For programs in international nutrition policy: $450,000 over four years to Cornell U.
Religion. For a research project on the American Wesleyan/Holiness tradition: $311,000 over three years to Asbury Theological Seminary.
—To compile and publish the complete works of Jonathan Edwards: $307,000 over three years to Yale U.
Science education. For scientific equipment: $200,000 to Messiah College.

READER'S DIGEST FOUNDATION
Pleasantville, N.Y. 10570

Minorities. For support of programs in education: $150,000 to Hispanic Policy Development Project, $100,000 to National Association for the Advancement of Colored People, $50,000 to National Urban League, and $75,000 to United Negro College Fund.

SAN FRANCISCO FOUNDATION
500 Washington Street, San Francisco 94111

Arts. For a faculty position in painting: $76,800 to California College of Arts and Crafts.

L. J. AND MARY C. SKAGGS FOUNDATION
1330 Broadway, Oakland, Cal. 94612

Business education. For a professorship in retail studies: $500,000 to Santa Clara U.

CHARLES J. STROSACKER FOUNDATION
P.O. Box 2164, Midland, Mich. 48641

Research. For research by faculty members and students: $250,000 to Albion College.

GIFTS AND BEQUESTS

University of Alabama at Huntsville. For support of programs: $100,000 from Bob Heath and Doc Latham.
Albion College. For programs of faculty development: $50,000 from Michigan Bell Telephone Company.
—For a scholarship in music: $37,000 from Bernard A. Koether.
College of Saint Rose. For nursing scholarships: $200,000 to College of Saint Rose and St. Peter's Hospital (Albany, N.Y.).
Colorado School of Mines. Unrestricted bequest of $1-million from the estate of John Easthagen.
Lafayette College. For scholarships: $300,000 from RJR Nabisco, Inc.
Massachusetts Institute of Technology. For a professorship in management information systems: $1.5-million from Patrick J. McGovern.
University of North Dakota. For scholarships for medical students: $500,000 from the estate of Rusa Ruger.
Northwestern College (Iowa). For scholarships: $25,000 from First Reformed Church of Orange City, Iowa.
University of Redlands. For a professorship in business administration: $1-million from Richard and Ginnie Hunsaker.
Rollins College. For the library: $1.2-million from an anonymous donor.
University of Southern California. For a professorship in entrepreneurship: $1.5-million from Bernard L. Simonsen.
—For scholarships in the school of business administration: $123,750 from Henry W. and Phillis Simonsen.
Washington University (Mo.). For the capital campaign: $1-million from Carl Neureuther.

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News Summary

Articles on inside pages

The Rev. Theodore Hesburgh began his formal goodbyes last week as he prepared to leave the presidency of the University of Notre Dame. Story on Page 3.

Connoisseurship has become the focus of increased attention by art scholars. Story on Page 6.

The supply of scientists and engineers may fall short of the demand by the late 1990's, according to a new study. Story on Page 7.

Geographers are looking for ways to reorient research in their field. Story on Page 9.

The effects of a 1980 Supreme Court ruling on collective bargaining are beginning to be felt at public colleges. Story on Page 16.

The main pension companies for higher education, T.I.A.A. and C.R.E.F., have formed a committee to consider requests for more flexibility in their retirement plans. Story on Page 16.

Florida universities have joined with five federal agencies to help streamline the process of monitoring research. Story on Page 29.

The head of the Howard Hughes Medical Institute has taken indefinite leave while trustees investigate his administration. Story on Page 39.

More than 650 athletes who failed to meet minimum academic standards to participate in college sports as freshmen are currently enrolled in Division I institutions. Story on Page 44.

Brazil's universities are beginning to evince a new spirit of inquiry and innovation. Story on Page 46.

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Vote in South Africa Leads 3 Universities to Close in Protest

First such action in the history of the 2 largest white campuses

By HELEN ZILLE

CAPE TOWN

In unprecedented actions, three South African universities closed during the country's whites-only parliamentary election last week—both to protest the nature of the election and to prevent injuries and property damage.

The closings included the first ever announced for political reasons by the Universities of Cape Town and the Witwatersrand—South Africa's largest, predominantly white campuses. Also closed was the University of the Western Cape, which has a majority of "colored," or mixed-race, students.

At the country's black institutions, preliminary reports indicated, the election was considered a "non-issue."

The Universities of Cape Town and the Witwatersrand issued statements calling for full democracy in South Africa, protesting the erosion of civil liberties, and stressing fears that severe casualties could occur if student demonstrations against the election were broken up by the police.

220 Students Arrested

The closings followed a week in which the police had moved onto the three campuses during protests against the killing by police of six black railway workers in Johannesburg and a South African military raid in Zambia.

In all, at least 220 students were arrested and scores injured by police whips, dog

Continued on Page 47, Column 1

'EXTRAORDINARY' INCREASE

Surge in Gifts by Individuals Pushes Private Aid to Colleges to $7.4-Billion

By PAUL DESRUISSEAUX

Private financial support for colleges and universities rose by a record $1.08-billion in academic 1985-86, thanks to a sharp increase in contributions from individuals.

A 25-per-cent jump in giving by alumni and other individual donors helped push total private support for higher education to an estimated $7.4-billion, a new high, according to the Council for Financial Aid to Education.

The total was 17 per cent more than the previous year and was one of the biggest one-year gains on record, said the council,

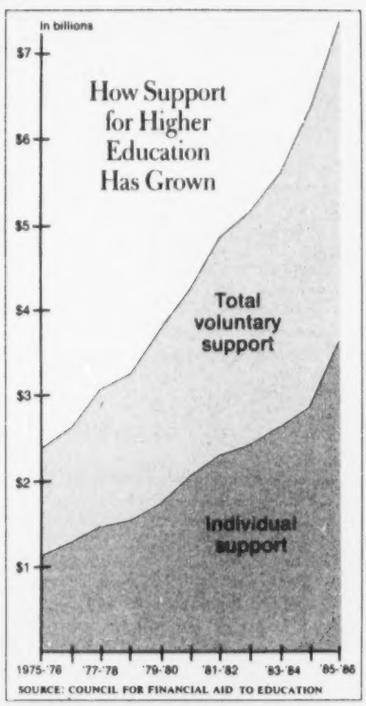
Colleges have raised their expectations about big contributions and are seeking them more aggressively. Story on Page 39.

which last week released the findings of its annual survey of voluntary support for education.

Individuals were responsible for 48.8 per cent of all funds contributed to colleges and universities last year. Alumni donors gave an estimated $1.83-billion to their alma maters, 25 per cent more than the year before, and other individuals contributed $1.78-billion, 25.8 per cent over the previous year.

Calling the increase in individual giving "extraordinary," John R. Haire, president of the C.F.A.E., said it demonstrated that "Americans believe strongly in higher education" and remain convinced that colleges and universities need financial support from private sources.

"It's a very healthy sign," said Richard



A. Edwards, vice-president for educational fund raising of the Council for Advancement and Support of Education, a co-sponsor of the survey.

Mr. Edwards said he was not surprised by the rise in individual giving. "That's where colleges are focusing their efforts," he said. "These numbers show that the

Continued on Page 40, Column 5

Benefits and Outside Income Boost College Presidents' Compensation, but in Some States, the Perks Sometimes Produce a Political Backlash

Political backlash

By CAROLYN J. MOONEY

When trustees of the State University of New York system wanted to show state officials that the chancellor's salary was far too low, they used Maine as a comparison.

"When the head of the seven-campus, 25,000-student Maine system earns $25,000 a year more than the SUNY system head, something is seriously wrong," the trustees stated in a letter written last June.

Something *was* wrong—in both states.

$500,000 at TIAA-CREF

SUNY's chancellor at the time, Clifton R. Wharton, Jr., has since resigned his $89,250 job to become chairman of the Teachers Insurance and Annuity Association and College Retirement Equities Fund, higher education's leading pension companies, where his salary is reportedly $500,000 a year. Jack E. Freeman also stepped down, after only two weeks on the job—because his $114,000 salary as chancellor of the University of Maine system caused a public outcry. His successor, Robert L. Woodbury, earns $96,000.

The Maine and New York cases illustrate the precarious balance that governing boards and state officials must strike when compensating executives of public higher-education institutions.

"You have a real paradox," says Patrick E. McCarthy, who was chancellor of the Maine system before Mr. Freeman was appointed and now works as a private consul-

Continued on Page 20, Column 1

Leading Texans Lend a Hand to Educators

Educators enlisted H. Ross Perot and other prominent Texans to fight—with apparent success—the Republican Governor's proposed college spending cuts. See Page 29.

Presidents' compensation

By SCOTT HELLER

WASHINGTON

Excellent benefits and pay from outside sources have made up some of the drastic difference between the earnings of college and university presidents and those of their counterparts in industry, a new survey has found.

While they have enjoyed healthy raises recently, presidents in academe still make a fraction of what chief executives earn in the profit-making sector, the survey indicates. But nearly a third of the campus chief executives report that they make extra money in the form of directorships, consulting fees, and honoraria.

As Much as $150,000 a Year

The average chief executive makes $10,000 a year in outside income, though some make as much as $150,000 a year extra, according to a survey of 1,429 chief

Continued on Page 23, Column 1

Salaries, Houses, Cars, and Other Benefits of Top State-University Executives

Compiled by Jennifer A. Galloway, Courtney G. Leatherman, and Carolyn J. Mooney

The officials listed below are either heads of the largest public universities or systems in their states, or are the highest paid public-university executives in their states. Heads of medical schools and other professional schools have been excluded. Some benefits, as noted, are paid for by tax-exempt foundations that have been set up by institutions to raise money and to receive private gifts. Enrollment figures are for fall 1986.

ALABAMA

Thomas A. Bartlett
chancellor,
University of Alabama System
(3 campuses; 36,664 students)

Salary: $125,000
Benefits: Given house on campus, maid service, cook; drives Chevrolet Caprice provided by state; uses private money raised by foundation to pay for membership in yacht club, dinner club, and social club where official business is conducted, for spouse's car, and for liquor served at official functions.

ALASKA

Donald D. O'Dowd
president, University of Alaska
Statewide System of Higher Education
(3 university campuses and 11 community colleges; 31,587 students)

Salary: $100,000
Benefits: System provides house on university property; five-year-old Mazda; and official entertainment account.

ARIZONA

J. Russell Nelson
president,
Arizona State University
(1 campus; 41,540 students)

Salary: $115,000
Benefits: Given house and 1985 Oldsmobile (which cannot be used for personal vacations); family receives tuition waivers at state institutions; foundation money available for entertaining as needed.

ARKANSAS

Ray Thornton
president,
University of Arkansas System
(5 campuses; 30,546 students)

Salary: $86,996
Benefits: Lives in university-owned house; drives Mercury Topaz donated by local automobile company for out-of-town university business only; uses foundation money for entertaining and to buy liquor for official events.

CALIFORNIA

David P. Gardner
president,
University of California
(9 campuses; 152,167 students)

Salary: $189,100
Benefits: Receives annual housing allowance of $25,021 and 25-year mortgage held by the Board of Regents; is reimbursed for housing maintenance, which cost $1,500 monthly last year; leases 1986 Buick at university expense; can use foundation money for office expenses, travel, and entertainment.

COLORADO

E. Gordon Gee
president,
University of Colorado
(4 campuses; 40,895 students)

Salary: $100,000
Benefits: Has been receiving $24,000 annual housing allowance while waiting for university foundation to complete construction of new president's house; drives Cadillac Seville provided by local car dealer; wife receives some travel expenses.

CONNECTICUT

John T. Casteen, III
president,
University of Connecticut
(5 campuses; 24,161 students)

Salary: $105,000
Benefits: Lives in university-owned house; has two full-time employees to help with maintenance and entertainment; drives state-owned Chevrolet Chevette for business and Chevrolet Caprice provided by foundation for personal use; uses foundation money to supplement entertainment budget; belongs to professional club at university expense.

DELAWARE

E. Arthur Trabant
president,
University of Delaware
(1 campus; 18,631 students)

Salary: $110,000
Benefits: Lives in university-owned house; is provided with part-time household help; drives Buick provided by university; wife has part-time secretary.

FLORIDA

Charles B. Reed
chancellor,
State University System of Florida
(9 universities; 148,940 students)

Salary: $114,000
Benefits: No housing or car; can use foundation money if raised by the Board of Regents rather than by an individual institution.

GEORGIA

H. Dean Propst
chancellor,
University System of Georgia
(34 institutions, including community colleges; 147,508 students)

Salary: $115,000
Benefits: Lives in house provided by system; receives $10,000 entertainment allowance; receives no car or foundation money.

[1] Salary and benefits are those provided the previous chancellor, Clifton R. Wharton, Jr. His replacement, who has not been named, may receive different salary and benefits.
[2] Salary and benefits are those provided the previous chancellor, J. A. Leone. His replacement, who has not been named, may receive different salary and benefits.

HAWAII

Albert J. Simone
president,
University of Hawaii System
(9 institutions, including community colleges; 42,682 students)

Salary: $95,000
Benefits: University provides house, gardening services, and 1985 Oldsmobile Cutlass Supreme; state provides $15,000 annual university expense account, of which the president uses about $2,250 for travel and entertainment.

IDAHO

Richard D. Gibb
president,
University of Idaho
(1 campus; 8,641 students)

Salary: $67,442
Benefits: University provides house, Pontiac 6000 car, and membership dues in professional organizations.

ILLINOIS

Stanley O. Ikenberry
president
University of Illinois
(2 campuses; 60,036 students)

Salary: $115,400
Benefits: Lives in university house; drives 1986 Buick provided by foundation; uses foundation money to pay for entertainment and membership in country club and luncheon club; wife drives foundation-owned car for university-related activities.

INDIANA

John W. Ryan
president,
Indiana University System
(8 campuses; 80,116 students)

Salary: $125,000
Benefits: Lives in university-owned house; drives Buick provided by foundation; uses foundation money to pay for entertainment and club memberships; has restricted, state-financed expense account.

IOWA

James O. Freedman
president,
University of Iowa
(1 campus; 29,504 students)

Salary: $112,500
Benefits: Lives in state-owned house; drives Buick provided by foundation.

KANSAS

Gene A. Budig
chancellor,
University of Kansas
(3 campuses; 25,822 students)

Salary: $99,401
Benefits: Lives in university-owned house; drives 1985 Buick provided by foundation; uses foundation money for entertainment.

KENTUCKY

Donald C. Swain
president,
University of Louisville
(1 campus; 20,710 students)

Salary: $97,750
Benefits: Lives in university-owned house with housekeeper provided; drives Oldsmobile provided by university; uses foundation money for entertainment.

LOUISIANA

Allen A. Copping
president,
Louisiana State University System
(8 campuses; 54,748 students)

Salary: $115,000
Benefits: Lives in university-owned house that is being renovated with private money; drives Cadillac provided by university foundation; uses foundation money for entertaining.

MAINE

Robert L. Woodbury
chancellor,
University of Maine System
(7 campuses; 28,964 students)

Salary: $96,000
Benefits: System provides $12,000 annual housing allowance and Ford station wagon.

MARYLAND

John S. Toll
president,
University of Maryland
(5 campuses, 90,084 students)

Salary: $108,575
Benefits: Lives in state-owned house on main campus; drives state-owned 1986 Chevrolet Celebrity; has $16,000 annual expense account.

MASSACHUSETTS

Franklyn G. Jenifer
chancellor,
Board of Regents of Higher Education
(29 institutions, including community colleges; 184,428 students)

Salary: $65,000
Benefits: System provides $19,200 annual housing allowance and an Oldsmobile.

MICHIGAN

Harold T. Shapiro
president,
University of Michigan
(3 campuses; 48,192 students)

Salary: $127,000
Benefits: University provides house and Buick, but president must reimburse university $600 annually for personal use of car; wife allowed to travel at university expense when taking part in official activities.

MINNESOTA

Kenneth H. Keller
president,
University of Minnesota
(5 campuses; 79,475 students)

Salary: $125,000
Benefits: University provides house and Chrysler; foundation pays for entertainment expenses and membership in two luncheon clubs used for official business.

MISSISSIPPI

Donald W. Zacharias
president,
Mississippi State University
(1 campus; 11,474 students)

Salary: $78,000 plus $17,000 private supplement provided by foundation
Benefits: Lives in university-owned house; drives Oldsmobile provided by foundation; uses foundation money to supplement entertainment allowance.

MISSOURI

C. Peter Magrath
president,
University of Missouri
(4 campuses; 52,956 students)

Salary: $115,000
Benefits: Has house, caretaker, and Buick provided by university; has entertainment expenses and country-club membership paid for by private donations.

MONTANA

William J. Tietz
president,
Montana State University
(1 campus; 10,233 students)

Salary: $73,250
Benefits: University provides house, housekeeper, and leased 1985 Plymouth; foundation pays entertainment expenses.

NEBRASKA

Ronald W. Roskens
president,
University of Nebraska
(3 campuses; 39,938 students)

Salary: $93,000
Benefits: Lives in university-owned house; drives 1987 Buick leased by foundation; belongs to country club and luncheon club at university expense; has $18,000 expense account provided by foundation.

NEVADA

Mark H. Dawson
chancellor,
University of Nevada
(2 university campuses and 4 community colleges; 49,999 students)

Salary: $87,000
Benefits: Receives $16,000 annual housing allowance and $6,000 car allowance; has $5,000 annual expense account for entertaining.

NEW HAMPSHIRE

Claire A. Van Ummersen
chancellor,
University System of New Hampshire
(2 university campuses and 2 state colleges; 25,000 students)

Salary: $80,000
Benefits: System provides $15,000 annual housing allowance and Buick LeSabre.

NEW JERSEY

Edward J. Bloustein
president,
Rutgers, the State University of New Jersey
(3 campuses; 48,539 students)

Salary: $115,000
Benefits: System provides house and Oldsmobile; reimburses president for official business expenses.

NEW MEXICO

Gerald W. May
president,
University of New Mexico
(4 campuses plus 2 research institutes; 28,000 students)

Salary: $90,000
Benefits: University provides house (which Mr. May uses for official functions but not as a residence) and 1987 Oldsmobile (for business purposes only), and pays membership dues for luncheon club; foundation provides a $10,000 expense account for official entertainment.

NEW YORK

Vacant[1]
chancellor,
State University of New York
(64 institutions; 363,048 students)

Salary: $89,250
Benefits: Former chancellor paid rent on a university-owned apartment and drove a 1982 state-owned Plymouth Fury.

NORTH CAROLINA

C. D. Spangler, Jr.
president,
University of North Carolina
(15 universities and 1 arts school; 29,880 students)

Salary: $112,300
Benefits: University provides house, including caretaker, and Ford car.

NORTH DAKOTA

Thomas J. Clifford
president,
University of North Dakota
(1 campus; 11,006 students)

Salary: $78,156
Benefits: University provides house and 1986 Buick; foundation pays for country-club membership.

OHIO

Edward H. Jennings
president,
Ohio State University
(5 campuses; 57,716 students)

Salary: $119,260
Benefits: University provides house, part-time caretakers, leased 1986 Buick LeSabre, and expense account for official travel and other expenses; foundation provides entertainment money to pay for official functions.

OKLAHOMA

Vacant[2]
chancellor,
Oklahoma State Regents for Higher Education
(27 institutions including 14 two-year

Salary: $93,506
Benefits: Foundation provides 1985 Mercury for official business; system provides $9,400 "maintenance-of-office allowance." No house or housing allowance provided.

OREGON

William E. Davis
chancellor,
State System of Higher Education
(8 institutions; 61,563 students)

Salary: $92,040
Benefits: System provides house, housekeeper, $7,800 expense account for entertaining, and Ford car.

PENNSYLVANIA

James H. McCormick
chancellor,
Pennsylvania State System of Higher Education
(14 universities; 86,165 students)

Salary: $74,000
Benefits: System provides house and leased 1985 Pontiac 6000 and reimburses chancellor for official entertainment expenses; statewide alumni association pays for membership in luncheon club.

RHODE ISLAND

Edward D. Eddy
president,
University of Rhode Island
(1 campus; 14,482 students)

Salary: $84,000
Benefits: University provides house and 1984 Buick Century; foundation provides expense account.

SOUTH CAROLINA

James B. Holderman
president,
University of South Carolina
(9 campuses; 34,857 students)

Salary: $92,500
Benefits: University provides house, 1986 Buick Park Avenue, and membership in five dinner clubs; foundation pays for entertainment expenses.

SOUTH DAKOTA

Robert T. Wagner
president,
South Dakota State University
(1 campus; 6,765 students)

Salary: $71,400
Benefits: University provides house; foundation provides expense account for entertaining and other official business and pays for car maintenance.

TENNESSEE

Edward J. Boling
president,
University of Tennessee
(4 campuses; 39,955 students)

Salary: $105,000
Benefits: University provides house, 1984 Oldsmobile, and $17,000 expense account for official business.

TEXAS

Hans Mark
chancellor,
University of Texas System
(13 campuses; 121,000 students)

Salary: $61,800 state salary plus $92,700 supplement paid for by private donations
Benefits: System provides house and reimburses chancellor for entertainment and car expenses; private donations pay for other official expenses and membership dues at five luncheon and dinner clubs.

UTAH

Chase N. Peterson
president,
University of Utah
(1 campus; 24,721 students)

Salary: $99,567
Benefits: University provides housing allowance, theater tickets, 1985 Pontiac, and expense account; foundation pays for country-club membership, entertainment, and liquor consumed at official events; spouse gets free tuition.

VERMONT

Lattie F. Coor
president,
University of Vermont
(1 campus; 11,096 students)

Salary: $105,000
Benefits: University provides house and leased B.M.W.; reimburses president for official expenses.

VIRGINIA

William E. Lavery
president,
Virginia Polytechnic Institute and State University
(1 campus; 22,345 students)

Salary: $85,721 plus $35,279 private supplement provided by foundation
Benefits: University provides house and up to $6,500 in expense money, which pays for up to $840 in membership dues at private dinner clubs.

WASHINGTON

William P. Gerberding
president,
University of Washington
(1 campus; 33,674 students)

Salary: $95,052 plus $33,168 supplement paid by private donations
Benefits: University provides house, part-time household help, and mileage reimbursement but no car; private donations pay for entertainment expenses.

WEST VIRGINIA

Neil S. Bucklew
president,
West Virginia University
(1 campus; 17,175 students)

Salary: $85,608
Benefits: University provides house, Oldsmobile, and office expense account; foundation provides money for official entertainment.

WISCONSIN

Kenneth A. Shaw
president,
University of Wisconsin System
(26 institutions; 164,518 students)

Salary: $104,876
Benefits: University provides house, $26,000 expense account, and Pontiac 6000 for official use only; foundation provides up to $12,000 for official entertainment.

WYOMING

Donald L. Veal[3]
president,
University of Wyoming

Salary: $87,480
Benefits: University provides house and Buick; foundation provides entertainment allowance.

In Some States, Perquisites May Produce a Political Backlash

Continued from Page 1

tant. "You want to pay the person enough to retain them, but you don't want to create a political backlash. There's a magic [salary] number that you only know after you've tried it."

In New York, the number has been too low for trustees who must recruit a new chancellor. In Maine, it was too high.

Mr. McCarthy's $78,000 chancellor's salary wasn't an issue when he left Maine last year. But when asked about his new salary, he simply says, "One of the advantages of working in the private sector is the privacy."

Packages Now More Generous

In recent years, combined salaries and benefits of chief executive officers in higher education have started to close ranks with those of executives in private industry, a new study shows. The study, *1986 Compensation and Benefits Survey of College and University Chief Executive Officers*, was done by private consultants for the Association of Governing Boards, the College and University Personnel Association, and the American Council on Education.

Benefit packages have become more common and more generous since the same survey was done in 1984, said Frank B. Manley, managing principal of Sibson & Company, Inc., who oversaw the study. A majority of chief executives are provided with homes, a valuable benefit not usually offered in other fields of employment, along with cars, entertainment allowances, and, more and more, club memberships, household help, and other perks.

Among the newest perks are so-called separation policies (agreements that give executives a paid transition period or allow them to teach after leaving their posts), which are offered by 18 per cent of the 1,429 institutions surveyed, and salary bonuses, which are more common at private institutions.

However, the study also shows that heads of public institutions earn significantly less than their counterparts at private institutions. While salaries for all higher-education chief executives rose an average 7.3 per cent in 1986, the average salary for the head of a large private research university was $153,400 annually, compared to $103,600 for the head of a large public research institution.

Not all taxpayers are convinced that heads of public institutions are at a disadvantage. Indeed, in many states top higher-education officials earn more than the governor.

Like the CUPA study, a *Chronicle* survey of benefits received by top public higher-education officials in all 50 states found that nearly all are provided with cars and homes or housing allowances. A majority of institutions said they used some form of private donations to help pay for official entertaining, club memberships, and, in a few cases, salary supplements for their chief executives.

Although the salaries and benefits of public higher-education officials differ depending on the size and scope of an institution, all are subject to public scrutiny and criticism when taxpayers' money is involved.

Consider:

► Robert A. Huttenback resigned last year as chancellor of the University of California at Santa Barbara amid an investigation into alleged misuse of university money to make improvements to his off-campus home. He and his wife, who maintain they did nothing improper because the home was used for business functions, were charged in March with embezzlement, insurance fraud, and tax evasion (*The Chronicle*, March 25). After a state audit last year found the couple had inappropriately used $174,000 in university funds to make home improvements, Mr. Huttenback repaid the university.

► The Coordinating Board of the Texas College and University System last fall ordered West Texas State University to repay $211,000 in state money in cost overruns in improvements made to the president's home. At a time when the financially strapped system was forced to cut its budget, the university spent almost twice as much as the $494,900 originally authorized by the board, officials said.

West Texas officials, meanwhile, are trying to settle the differences with the state. They say much of the dispute focuses on whether guest rooms for official visitors and other features are considered a public or private need. "If I had it to do over again, I'd look carefully at putting the guest rooms on another site," said West Texas President Ed Roach.

► Members of the Massachusetts Board of Regents of Higher Education last year were unable to persuade legislators to remove a $65,000 cap on the chancellor's salary, which some members said hampered their search for a new system head. Chancellor Franklyn G. Jenifer, former vice-chancellor of the New Jersey Department of Higher Education, accepted a pay cut to take the job.

Recently the regents hired a consulting firm to study the salaries of all top higher-education officials in the state. They hope to use the study to prompt legislators to raise salaries.

Sensitivity About Public Funds

Partly because of the public criticism some benefits have prompted and partly because of the severe financial problems that many states currently face, state higher-education officials and governing boards appear to be increasingly sensitive about how public money is spent, many officials say.

As a result, when higher-education officials ask for more public money, as they have for chancellors' salaries in New York and Massachusetts, they take great pains to justify why it is needed. SUNY trustees, for example, say they won't hire a new chancellor until the Legislature gives them authority to raise the salary, which it is expected to do this year.

Public institutions may also be more willing to provide perks that don't carry hefty price tags, or to use private donations to pay for certain activities that previously might have been financed by state money, say those familiar with higher-education compensation policies.

"What's happening as a trend in the public sector is that boards are looking for other creative and appropriate ways to supplement any state constraints on salaries," said Richard T. Ingram, executive vice-president of the Association of Governing Boards of Universities and Colleges.

For example:

► Mississippi State University couldn't use state money to match

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the salary that President Donald W. Zacharias was earning as president of Western Kentucky University, so it supplemented his new $78,000 state salary with $17,000 in privately raised money. Several other large public institutions follow the same practice.

► James V. Koch, who was appointed president of the University of Montana last year, negotiated a benefits package that gave him tenure to teach during or after his presidency. Mr. Koch, a former economics professor and administrator who took a salary cut to take the $73,000 job, said the unusual perk offered him both security and a chance to keep up with teaching while serving as president.

► E. Gordon Gee, president of the University of Colorado system, drives a Cadillac Seville donated by a local car dealer.

► Finance officials of the Louisiana State University System are using mostly private money to renovate the system-owned president's house. "There is nothing illegal or unethical about using state money to maintain property, but in these rough times we thought it would be better public policy to use private money," said William L. Silvia, Jr, the system's vice-president for administration and finance.

Large Constituencies to Serve

When asked to provide details of compensation packages, many university finance officials and governing board members were quick to defend their chief executives' salaries and benefits. Over and over, they made the point that a university or system head is comparable to the head of a large corporation but has a much larger constituency that includes legislators, faculty members, trustees, students, parents, and the public.

While not exactly on a scale with Chrysler Corporation Chairman Lee Iacocca (his total compensation last year was reportedly more than $20-million, including stock options), many higher-education executives still aren't compensated as well as they ought to be, some supporters say.

"One thing people don't think about is the complex nature of the corporation we call a university," said Craig S. Bazzani, vice-president of business and finance at the University of Illinois system. "We manage airports, residence halls, research institutes, hospitals, and other entities."

In an article published in the New York *Times* last fall, Donald Blinken, chairman of SUNY's Board of Trustees, described his institution as "Company X," with a $2-billion annual budget, 30,000 employees, and 370,000 customers—the students.

As for the presidents, they're not in it for the money.

Said Chase N. Peterson, president of the University of Utah: "If I was paid for the hours I put in, they ought to double the salary. But for the challenge and the excitement, the salary's fine."

Controversial Renovations

Renovations made to homes provided for chief executives have been especially controversial.

Officials at Virginia's Old Dominion University were criticized recently for spending $506,000—most of it state money—to renovate the president's residence. Among the features that attracted public attention were a new swimming pool and more than $10,000 worth of draperies, including balloon shades made by the trendy boutique chain Laura Ashley.

University officials have defended the renovation, saying it would boost fund-raising efforts and allow the president, who must live in the house, to entertain properly. But Peter F. Wehmann, a university spokesman, said later, "There was far more of an outcry than we ever expected," especially over the Laura Ashley shades.

Asked whether such a renovation was worth the negative publicity, Mr. Wehmann said, "With a long-term goal in mind, yes. I think the problem is, people equate all this with personal use. They need to understand that it's a quasi-public house."

In Illinois, the president of Northern Illinois University resigned last year amid questions about improvements made in the president's house. As a result, the Illinois General Assembly ordered the state Board of Higher Education to conduct a study of all housing for university heads. The study recommended stricter controls on the use of state money for renovations to presidents' homes.

Giving Up Any Private Life

However, the study also concluded that presidents' homes continued to play an integral role in a president's job, and thus were a legitimate state expense. In fiscal 1985-86, the study noted, heads of Illinois state universities played host at 391 events drawing 22,356 people at university-owned residences.

Like other news accounts of presidents' homes, a *USA Today* survey published last fall—complete with photos of a few especially palatial residences—put some higher-education officials on the defensive. "I think the average citizen doesn't realize that the house in many ways isn't a great benefit," said Paul B. Marion, Arkansas's director of Higher Education. "It's a campus social center. It doesn't do the president any good if the house is valued at, say, $1-million, since he's not building equity and doesn't get to sell it."

Besides, he added, "You give up all your private life to become president."

Many Political Risks

One benefit that many public higher-education executives might especially welcome is one that has no price tag—political stability. Because they have a lot of people to please, they run a much greater risk of becoming a political casualty than do their counterparts at private institutions.

"Being a university president is one of the toughest jobs around," says Aims C. McGuinness, Jr., assistant executive director for higher education of the Education Commission of the States. "There's a lot of risk and not always a life afterward."

Says Mr. McCarthy, the former Maine chancellor: "The most important thing about the job is the atmosphere in which you work—the relationship of the chancellor to the campus presidents, the trustees, and the state as a whole.

"The biggest difference between [heading] a public and private institution is that in the private sector, you start off with a group of advocates who support the institution.

"In the public sector, you start off with people who see themselves as a regulatory board. Only after time can you make them into advocates."

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Benefits and Outside Income Boost Presidents' Compensation

Continued from Page 1

executives prepared by Sibson & Company, Inc., a consulting firm.

"Presidents are paid less than their counterparts in the private sector," said Elaine El-Khawas, vice-president for research at the American Council on Education. "But if you want to use the image of the mayor of a small town of 30,000 for comparison, they're probably making a lot more."

Annual Performance Reviews

At the same time, college trustees are paying closer attention to how well presidents do their jobs. About two-thirds of the presidents said they received an annual performance review. In a similar survey in 1984, only 33 per cent said they received formal feedback every year.

Representatives of the three higher-education associations that sponsored the survey said the results demonstrated that colleges were by necessity becoming more creative in compensating their top employees.

Indeed, conditions of employment are now spelled out formally, often at the C.E.O.'s request. Three-quarters of the college presidents have contractual agreements, with 75 per cent of those in the form of written contracts or letters of agreement.

By comparison, only 44 per cent of chief executives in industry work under contract.

"Presidents are more savvy these days about their compensation packages," said Linda E. Henderson of the Association of Governing Boards of Universities and Colleges. "Colleges are having to come up with more attractive ways to get the kind of people they want."

Ms. Henderson said those ways included guaranteeing directorships and allowing a certain number of outside consulting days for a new president.

In addition, 16 per cent of the chief executives reported some other form of cash compensation from their own institutions. A little more than one-fourth said they received an annual bonus, at an average of $9,745.

Higher Pay at Private Colleges

According to the survey, the average chief executive is over 50, has been in the job for seven years or less, and probably came from an administrative position in another institution. Thirty-four per cent had been in the top spot for less than four years.

About 8 per cent of the C.E.O.'s surveyed were members of minority groups, and 9 per cent were women.

Presidents of private independent institutions make more than their counterparts at public institutions, the survey shows.

Following is a comparison of public and private salaries:

Chief executives' salaries, by type of institution

	Public	Private
Research	$94,600	$136,300
Other doctoral	93,700	97,500
Comprehensive	89,400	94,500
Baccalaureate	66,800	76,500
Two-year	64,700	96,000

Perquisites are more consistent, although two-year-college presidents fare worse than their colleagues at other institutions in that regard.

More than half of all C.E.O.'s have some provision for housing. Two-thirds of the presidents who live in a university-owned residence are provided with household staff members and allowances for remodeling.

Only 27 per cent of two-year-college leaders are provided with housing, however, compared to 93 per cent of those at public research universities.

The survey did indicate that more than half of the chief executives who are not living in a residence provided by their institution are given an allowance to purchase a home.

"Housing does make up a whale of a lot," said Frank B. Manley, managing principal of Sibson & Company. "But it's a two-edged sword. A president has had good living, but hasn't built up any equity during that time."

Special Retirement Accounts

As a result, Mr. Manley said, some institutions are putting away money in supplemental accounts from which presidents can withdraw when they retire.

Some 95 per cent of public-university presidents have some provisions for use of an automobile, while at two-year institutions only 68 per cent are either provided with or al

FACT–FILE

Benefits and Compensation of College Presidents, 1985-86

Housing	
Residence provided	50%
Additional housing assistance:	
Maintenance	92%
Utilities	91%
Household staff	74%
Remodeling allowance	65%
Housing assistance where residence not provided	
Home-purchase allowance	57%
Mortgage-interest subsidy	17%
Property-tax allowance	5%
Property tax paid in full	3%
Rental allowance	26%
Rent paid in full	7%
Relocation assistance (for those who moved)	
Household moving expenses:	
Paid in full	76%
Paid in part	17%
Travel expenses for family:	
Paid in full	33%
Paid in part	11%
Assistance to spouse	
Staff and facilities for entertaining	80%
Secretarial staff as needed	26%
Remuneration for full-time involvement at institution	23%

Car	
Personal car provided	65%
Pool car:	
Assigned to chief executive	20%
Available as needed	6%
Operating expenses:	
Paid	57%
Allowance provided	11%
Option to purchase car	2%
Driver provided as needed	10%
Travel and entertainment expenses	
Reimbursement	84%
Separate travel allowance	14%
Per-diem allowance	21%
Unrestricted expense account	9%
Reimbursement for spouse's expenses	24%
Airline V.I.P. club	8%
First-class air travel	4%
Use of institution's plane	4%
Entertainment expenses	
Reimbursement	68%
Fixed allowance	31%
Unrestricted expense account	12%
Use of campus facilities	67%
Use of institution staff	60%

Employment contracts	75%
Membership in clubs or associations	
Professional associations, societies	86%
Luncheon club	37%
Country club	25%
Other private club	23%
Health club	3%
Retirement assistance (percentage of salary)	
Institution's contribution to basic plan	
None	14%
Some, but less than 5%	3%
5% to 9%	37%
10% to 14%	30%
15% to 19%	8%
20% and above	8%
Contributions required of president	
None	39%
Some, but less than 5%	10%
5% to 9%	45%
10% to 14%	2%
15% to 19%	1%
20% and above	3%

Average Salaries by Type of Institution and Full-Time-Equivalent Enrollment

RESEARCH UNIVERSITIES	Number of institutions	Average salary of chief executive
Public		
Fewer than 9,000	18	$78,600
9,000 to 14,999	7	96,000
15,000 and over	31	103,600
Total	**56**	**$94,600**
Private, independent		
Fewer than 10,000	9	$122,900
10,000 and over	7	153,400
Total	**16**	**$136,300**
OTHER DOCTORAL-GRANTING UNIVERSITIES		
Public		
Fewer than 10,000	14	$98,100
10,000 and over	15	89,600
Total	**29**	**$93,700**
Private, independent		
Fewer than 3,000	8	$83,500
3,500 and over	6	111,300
Total	**14**	**$97,500**
COMPREHENSIVE UNIVERSITIES		
Public		
Fewer than 2,000	9	$73,200
2,000 to 3,999	19	75,900
4,000 to 4,999	17	76,200
5,000 to 7,999	29	75,200
8,000 to 14,999	46	86,700
15,000 and over	25	98,900
Total	**145**	**$89,400**
Private, independent		
Fewer than 2,000	14	$79,800
2,000 to 3,999	16	88,500

	Number of institutions	Average salary of chief executive
Private, independent—Continued		
4,000 and over	12	119,900
Total	**42**	**$94,500**
Private, church-related		
Fewer than 2,500	7	$70,600
2,500 to 3,499	8	81,100
3,500 and over	7	74,400
Total	**22**	**$75,600**
BACCALAUREATE COLLEGES		
Public		
Fewer than 1,000	10	$59,900
1,000 to 1,999	17	65,200
2,000 to 2,999	16	68,900
3,000 to 3,999	17	65,300
4,000 and over	17	71,800
Total	**77**	**$66,800**
Private, independent		
Fewer than 500	30	$53,900
500 to 999	38	73,000
1,000 to 1,499	31	78,600
1,500 to 1,999	24	86,800
2,000 and over	27	95,100
Total	**150**	**$76,500**
Private, church-related		
Fewer than 500	34	$42,600
500 to 749	26	55,600
750 to 999	39	62,100
1,000 to 1,499	45	64,800
1,500 and over	37	80,800
Total	**181**	**$62,000**

SPECIALIZED INSTITUTIONS	Number of institutions	Average salary of chief executive
Public		
Fewer than 3,000	10	$96,800
3,000 and over	6	81,500
Total	**16**	**$91,700**
Private, independent		
Fewer than 500	12	$47,300
500 to 999	10	63,900
1,000 and over	10	76,200
Total	**32**	**$62,700**
Private, church-related		
Total	**12**	**$49,500**
TWO-YEAR COLLEGES		
Public		
Fewer than 500	92	$55,800
500 to 999	114	60,500
1,000 to 1,999	69	66,300
2,000 to 2,999	41	65,400
3,000 to 4,999	22	65,100
5,000 to 9,999	55	72,700
10,000 and over	50	78,600
Total	**443**	**$64,700**
Private, independent		
Fewer than 399	12	$70,900
400 to 599	9	87,400
600 to 999	13	101,600
1,000 and over	12	125,000
Total	**46**	**$96,000**
Private, church-related		
Fewer than 200	13	$48,300
200 and over	10	50,500
Total	**23**	**$48,200**

Note: Figures are based on the reports of 1,429 colleges and universities.

SOURCES: AMERICAN COUNCIL ON EDUCATION
ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES
AND COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

wed the use of a car, the survey howed.

Among other benefits and perquiites described in the survey:

► About 12 per cent of colleges nd universities give their chief execuive an unrestricted expense acount for entertainment. More than wo-thirds require a president to put for reimbursement.

► About 80 per cent of institutions ffer assistance to their presidents' pouses for the purposes of enterining. Just over one-fourth offer ecretarial help, and 23 per cent pay he spouse for his or her involvement university affairs.

► About 86 per cent of the chief xecutives have paid memberships in rofessional societies, with 25 per ent provided with country-club embership.

► Presidents are allowed sabbatial leaves at 28 per cent of the surveyed colleges and universities. hey are allowed leaves of absence r personal or medical reasons at 71 er cent of the institutions, up from per cent reported in the 1984 surey.

The study was sponsored by the ollege and University Personnel ssociation in conjunction with the C.E. and A.G.B.

Participants can order their first opy of the report, *The 1986 Comensation and Benefits Survey of ollege and University Chief Executive Officers*, for $75 ($25 for each dditional copy) from the order desk, UPA, Suite 120, 11 Dupont Circle, ashington 20036. For non-participants, the cost is $125 for the first opy and $75 for each additional opy.

Professor's Lawsuit gainst Howard U. s Reinstated

WASHINGTON

A Howard University professor, ho was fired for refusing to teach a ass after a student called him a racit, has had his lawsuit against the niversity reinstated.

Alan McConnell, an associate prossor of mathematics, was disissed after he said he would not rn to the class until the university d something about a student who lled him a "patronizing racist."

"He either wanted her to apolozc, or be transferred out of the ass," said Mr. McConnell's lawr, Gary H. Simpson. "The univerty did nothing about the student—stead, it fired him."

Mr. McConnell, who had tenure, ed the university, seeking reinatement to his job. That suit was rown out by a federal district judge. t last week, the U.S. Court of Apals for the District of Columbia restated it.

The court ruled that Mr. McConll should be given a chance to ove the university had no cause to e him, or that it did not follow corct procedures.

"The termination of a tenured facty member's appointment is a seris matter," the ruling said.

According to the lawsuit, a black udent in Mr. McConnell's methodogy class accused him of being a cist and then refused to retract the mark. Mr. McConnell, who is hite, said that statement had comomised his "moral authority" to ach.

University administrators would ot comment on the latest decision, cept to say they were disappoint-

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic Freedom and Catholic Higher Education, by James John Annarelli (Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 248 pages; $35 prepaid). Analyzes Catholic and secular models of academic freedom; suggests how the latter approach can be adapted to the needs of religiously committed institutions.

Challenges for Continuing Higher Education Leadership: Corporate/Campus Collaboration (National University Continuing Education Association, One Dupont Circle, Suite 420, Washington 20036; 29 pages; $2.50 prepaid for NUCEA members, $4 prepaid for non-members). Considers how industry and higher education can cooperate to keep pace with technological change.

The College, the Constitution, and the Consumer Student: Implications for Policy and Practice, by Robert M. Hendrickson and Annette Gibbs (Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington 20036; 93 pages; $7.50 prepaid for members of A.S.H.E., the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research; $10 prepaid for non-members). Discusses such topics as the rights of student organizations and the collection and allocation of mandatory student-activity fees.

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, Volume 13, January 1987, by Joel M. Douglas, Stephen H. Bryan, and Elisabeth A. Kotch (National Center for the Study of Collective Bargaining in Higher Education and the Professions, Bernard Baruch College, City University of New York, 17 Lexington Avenue, Box 322, New York 10010; 150 pages; $20 prepaid). Provides data on faculty bargaining agents and contracts.

Expanding Opportunities for Professional Education (New Directions for Student Services No. 37), edited by Leila V. Moore and Robert B. Young (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 83 pages; $11.95 prepaid). Contains essays on professional education for student-services administrators.

How to Save Our Catholic Colleges: A Guide for Trustees, Administrators, Alumni, and Religious Orders: A Report of: The Fiscal and Personnel Resources of Catholic Colleges Founded by Women Religious, 1975-74 to 1989-90, by Richard W. Waring (Richard W. Waring, 845 Heathermoor Lane, Perrysburg, Ohio 43551; 70 pages; $15 prepaid).

The Master's Degree: Jack of All Trades, edited by Joslyn L. Green (State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver 80295; 66 pages; $10 prepaid). Contains essays that examine the quality and value of today's master's degrees.

Presidential Housing and Tax Reform: A Guide for Chief Executives, by Robert H. Wellen and Howard L. Clemons (American Association of State Colleges and Universities/National Association of College and University Attorneys; available from NACUA, One Dupont Circle, Suite 620, Washington 20036; 27 pages; $6.50 prepaid). A guide for college and university presidents and chancellors; describes Internal Revenue Service rules for excluding the value of college-provided housing from taxable income.

Strengthening Teacher Education: The Challenges to College and University Leaders, by C. Peter Magrath, Robert L. Egbert, and Associates (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 208 pages; $21.95 prepaid).

Survey of Accreditation Issues, 1986, Higher Education Panel Report No. 74, by Charles J. Andersen (American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Washington 20036; 26 pages; $5 prepaid for A.C.E. members, $8 prepaid for non-members). Reports on a survey of college and university presidents, academic vice-presidents, deans, and other officials.

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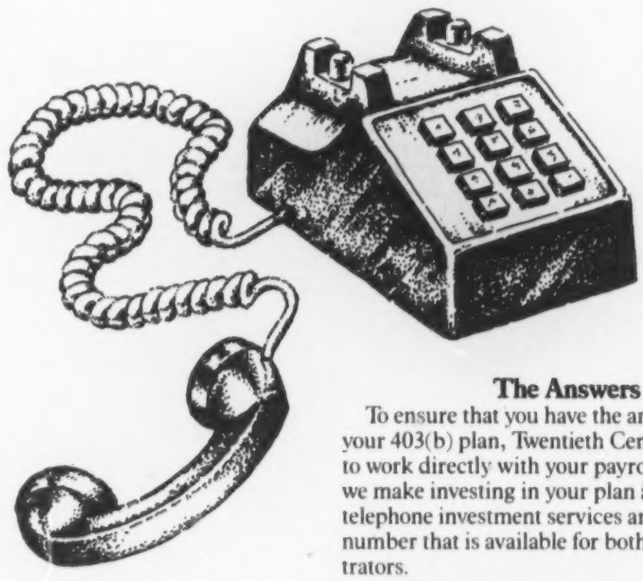

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Voluntary Support of Higher Education, 1985-86

Public Institutions

PURPOSES OF SUPPORT	94 doctoral institutions	129 comprehensive institutions	42 general baccalaureate institutions	22 specialized institutions	287 4-year institutions	151 2-year institutions	Total for 438 institutions
Current operations							
Unrestricted	$ 92,556,000	$ 25,158,000	$ 4,107,000	$ 8,739,000	$ 130,560,000	$ 5,226,000	$ 135,786,000
Restricted	1,014,921,000	94,794,000	14,637,000	103,157,000	1,227,510,000	16,379,000	1,243,889,000
Capital	253,005,000	37,925,000	2,319,000	33,108,000	326,357,000	10,633,000	336,990,000
Endowment							
Unrestricted	15,110,000	3,792,000	1,470,000	3,760,000	24,132,000	385,000	24,516,000
Restricted	317,563,000	38,007,000	8,753,000	20,356,000	384,679,000	4,597,000	389,276,000
Loan funds	8,929,000	597,000	7,000	742,000	10,276,000	109,000	10,385,000
SOURCES OF SUPPORT							
Alumni	$ 356,179,000	$ 31,496,000	$ 6,640,000	$ 15,106,000	$ 409,421,000	$ 672,000	$ 410,093,000
Parents	2,949,000	1,600,000	156,000	28,000	4,733,000	988,000	5,721,000
Other individuals	314,069,000	55,752,000	10,752,000	39,594,000	420,165,000	10,137,000	430,302,000
Foundations	229,298,000	33,451,000	5,713,000	48,581,000	317,042,000	4,857,000	321,900,000
Corporations and businesses	593,191,000	65,348,000	6,909,000	48,726,000	714,175,000	16,393,000	730,568,000
Religious organizations	573,000	339,000	25,000	24,000	962,000	39,000	1,001,000
Other organizations	205,827,000	12,288,000	1,098,000	17,804,000	237,016,000	4,242,000	241,258,000
FORMS OF GIVING							
Realized bequests							
For current operations	$ 32,624,000	$ 2,584,000	$ 542,000	$ 6,697,000	$ 42,448,000	$ 469,000	$ 42,917,000
For capital assets	77,048,000	11,451,000	2,748,000	1,706,000	92,953,000	507,000	93,460,000
Trusts, pooled income funds, and annuities	39,555,000	1,614,000	1,324,000	1,552,000	44,045,000	677,000	44,722,000
SUPPORT THROUGH THE ANNUAL FUND							
Total alumni of record	9,076,027	3,318,439	325,892	163,083	12,883,441	427,159	13,310,600
Alumni solicited	5,895,436	2,299,363	219,692	143,229	8,557,720	223,457	8,781,177
Alumni donors	1,205,943	330,987	46,803	31,327	1,615,060	33,135	1,648,195
GIFTS OF PROPERTY							
Company products	$ 69,463,000	$ 16,575,000	$ 457,000	$ 9,677,000	$ 96,171,000	$ 5,391,000	$ 101,562,000
Other, corporations	30,003,000	8,529,000	305,000	1,346,000	40,184,000	1,544,000	41,728,000
Other, non-corporations	104,267,000	9,174,000	519,000	1,057,000	115,017,000	1,018,000	116,035,000
CORPORATIONS' MATCHING GIFTS							
Total number of gifts matched	99,220	12,691	1,472	4,524	117,907	574	118,481
Support from matching-gift programs	$ 26,960,000	$ 2,879,000	$ 536,000	$ 1,504,000	$ 31,879,000	$ 263,000	$ 32,143,000
TOTAL SUPPORT	**$1,702,084,000**	**$200,273,000**	**$31,294,000**	**$169,883,000**	**$2,103,514,000**	**$37,328,000**	**$2,140,842,000**

Private Institutions

PURPOSES OF SUPPORT	54 doctoral institutions	134 comprehensive institutions	407 general baccalaureate institutions	122 specialized institutions	717 4-year institutions	39 2-year institutions	Total for 756 institutions
Current operations							
Unrestricted	$ 255,750,000	$157,520,000	$371,114,000	$ 85,759,000	$ 870,141,000	$11,262,000	$ 881,404,000
Restricted	836,983,000	110,080,000	147,841,000	73,615,000	1,168,519,000	2,777,000	1,171,296,000
Capital	331,879,000	139,283,000	202,595,000	43,486,000	717,243,000	5,530,000	722,773,000
Endowment							
Unrestricted	98,545,000	50,289,000	107,546,000	35,599,000	291,979,000	2,047,000	294,026,000
Restricted	648,106,000	154,750,000	252,998,000	41,839,000	1,097,693,000	5,601,000	1,103,294,000
Loan funds	7,154,000	2,054,000	6,233,000	2,555,000	17,996,000	56,000	18,052,000
SOURCES OF SUPPORT							
Alumni	$ 581,383,000	$166,134,000	$353,346,000	$ 39,580,000	$1,140,443,000	$ 5,105,000	$1,145,548,000
Parents	19,550,000	13,964,000	30,326,000	1,983,000	65,824,000	472,000	66,296,000
Other individuals	434,937,000	188,848,000	302,465,000	80,650,000	1,006,900,000	9,609,000	1,016,509,000
Foundations	528,014,000	92,317,000	167,905,000	67,077,000	855,313,000	2,057,000	857,371,000
Corporations and businesses	486,141,000	91,755,000	107,469,000	37,355,000	722,720,000	2,757,000	725,477,000
Religious organizations	9,504,000	36,332,000	85,665,000	41,522,000	173,022,000	6,248,000	179,270,000
Other organizations	116,887,000	24,626,000	41,151,000	14,686,000	199,351,000	1,024,000	200,375,000
FORMS OF GIVING							
Realized bequests							
For current operations	$ 75,109,000	$ 26,332,000	$ 32,883,000	$ 14,970,000	$ 149,294,000	$ 269,000	$ 149,563,000
For capital assets	193,498,000	83,306,000	136,553,000	13,494,000	426,851,000	1,292,000	428,142,000
Trusts, pooled income funds, and annuities	85,867,000	27,072,000	73,859,000	12,255,000	199,054,000	807,000	199,861,000
SUPPORT THROUGH THE ANNUAL FUND							
Total alumni of record	3,411,287	2,707,645	3,771,057	770,648	10,660,637	206,618	10,867,255
Alumni solicited	2,550,162	2,222,228	3,140,224	658,995	8,571,609	170,131	8,741,740
Alumni donors	900,301	550,038	1,005,321	157,392	2,613,052	27,975	2,641,027
GIFTS OF PROPERTY							
Company products	$ 105,115,000	$ 12,039,000	$ 5,621,000	$ 6,985,000	$ 129,760,000	$ 44,000	$ 129,804,000
Other, corporations	2,954,000	5,035,000	3,531,000	551,000	12,071,000	143,000	12,214,000
Other, non-corporations	26,006,000	24,982,000	23,315,000	2,188,000	76,491,000	385,000	76,876,000
CORPORATIONS' MATCHING GIFTS							
Total number of gifts matched	108,069,000	47,407,000	83,068,000	18,691,000	257,235,000	1,655,000	258,890,000
Support from matching-gift programs	$ 34,604,000	$ 14,655,000	$ 27,406,000	$ 5,362,000	$ 82,027,000	$ 446,000	$ 82,473,000
TOTAL SUPPORT	**$2,178,416,000**	**$613,976,000**	**$1,088,327,000**	**$282,853,000**	**$4,163,573,000**	**$27,273,000**	**$4,190,845,000**

Sources of Support

Sources	1985-86[1]	Per cent	Percentage increase 1-year	Percentage increase 5-year
Alumni/alumnae	$1,825	24.7%	+25.0%	+ 74.0%
Other individuals	$1,781	24.1%	+25.8%	+ 76.9%
Corporations	$1,702	23.0%	+ 8.1%	+118.8%
Foundations	$1,363[2]	18.4%	+16.0%	+ 47.8%
Religious organizations	$ 211	2.8%	+ 1.4%	+ 50.7%
Other	$ 518	7.0%	+ 6.4%	+ 55.1%
Total	**$7,400**	**100.0%**	**+17.1%**	**+74.9%**
Price Indices				
Consumer Price Index			+ 2.4%	+ 25.0%
Higher Education Price Index			+ 4.4%	+ 37.4%

[1] Millions of dollars, estimate
[2] Includes gift of $100 million from the Danforth Foundation to Washington University

Trends in Giving

Academic years	Total	Per student Current	Per student Adjusted†
1970-71	$1,860,000,000	$217	$183
1975-76	2,410,000,000	215	130
1980-81	4,230,000,000	350	135
1984-85	6,320,000,000	516	163
1985-86	7,400,000,000	604	186
Average annual change			
1970-71 to 1975-76	+ 5.3%	- 0.2%	- 6.6%
1975-76 to 1980-81	+11.9%	+10.2%	+ 0.8%
1980-81 to 1985-86	+11.8%	+11.5%	+ 6.6%
1984-85 to 1985-86	+17.1%	+17.1%	+14.1%

† Adjusted to 1967 dollars, according to Consumer Price Index.

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

Individuals Push College Giving to $7.4-Billion

Continued from Page 1

better the job you do in involving people of wealth in the life of your institution, the more money you're going to raise. A 25-per-cent increase in giving is not something done with mirrors."

The average gift from an alumnus or alumna was $331 last year, up from $265 the year before.

The rise in gifts from individuals more than made up for a fall in the growth rate of corporate contributions.

As had been expected, the C.F.A.E. survey found a marked slowdown in the growth of corporate contributions to higher education, which were up only 8 per cent last year, when companies gave $1.7-billion to colleges. Such gifts had increased 25 per cent the year before.

Increases in 6 Categories

Giving was up in all six donor categories in the C.F.A.E. survey.

Grants made by private foundations grew 16 per cent, to $1.36-billion, and giving by religious organizations grew 1.4 per cent, to $211-million. Gifts from other sources—including clubs, unions, and fund-raising consortia—totaled $518-million, a 6.4-per-cent increase.

A single foundation grant accounted for nearly 9 per cent of the estimated increase in total support—a $100-million grant from the Danforth Foundation to Washington University in St. Louis. However, the C.F.A.E. pointed out that the increase in total giving would have still been "an impressive" 15.5 per cent even without the Danforth grant.

The C.F.A.E. attributed the sharp rise in giving by individuals in part to the growing number and the ambitious goals of major institutional fund-raising campaigns, and the effectiveness of colleges in making their case for support.

Campaigns by 133 Institutions

An informal and unofficial tabulation by Brakeley, John Price Jones, Inc., a fund-raising consulting company, found that 133 colleges and universities were conducting or are about to begin capital campaigns with goals of at least $15-million. The total amount being sought by all of the campaigns that the company identified in its survey was $15.1-billion.

"I don't think this is a short-term phenomenon—I think that the number and the amount of money involved in capital campaigns are going to show substantial increases for the next couple of years," said Hayden W. Smith, senior vice-president of the C.F.A.E. "Consequently, we will see giving by individuals hang in at a pretty high number."

In addition to the rise in total giving by individuals, Mr. Smith said participants in the survey reported substantial increases in the numbers of their alumni donors both above and below the $5,000 level.

A strong stock market was another factor cited by the C.F.A.E. as helping to stimulate giving by individuals. The performance of stocks and bonds also helped account for the increase in giving by foundations, which are required by law to make grant payments worth a total at least equal to 5 per cent of their assets.

tax treatment of charitable contributions, might have decided to go ahead and make gifts before the end of the last academic year that they had been planning to make later.

Many colleges and universities have reported record totals of private gifts received late last year, following passage of the new tax law. The C.F.A.E. survey, however, included only gifts made before June 30, 1986.

Over the past five years, according to the C.F.A.E.'s national estimates, total private support for higher education grew by nearly 75 per cent and more than tripled since 1974-75, the last year in which there was a decline in dollars contributed.

The 17-per-cent increase in total support last year was far ahead of inflation, which the Consumer Price Index measured at 2.4 per cent and the Higher Education Price Index set at 4.4 per cent. The latter index is a measure of the prices colleges and universities pay for goods and services.

7 Pct. of Total Spending

Last year, gifts from private sources amounted to 7 per cent of the total $105.4-billion in college and university expenditures.

Stanford University, which last year was in the preliminary stages of a campaign to raise $1.1-billion by 1991, led all institutions in voluntary support, with gifts totaling $179.26-million.

Harvard University, which had been the leader in previous years, raised $146.15-million and ranked second.

Washington University, which has raised more than $500-million over the past four years in a record-setting capital campaign, moved from the 20th position to third place in the rankings.

The C.F.A.E. reported the following 25 institutions had the highest totals in voluntary support last year:

Leaders in voluntary support

1. Stanford U.	$179,262,585
2. Harvard U.	146,152,722
3. Washington U.	146,132,062
4. Cornell U.	114,234,238
5. Yale U.	110,159,827
6. Columbia U.	94,488,962
7. U. of Minnesota	93,683,523
8. Princeton U.	87,522,746
9. U. of Illinois	82,893,571
10. U. of Pennsylvania	79,499,052
11. Cal. Inst. of Tech.	77,604,692
12. U. of Wis. at Madison	72,929,753
13. U. of Southern Cal.	72,058,401
14. Mass. Inst. of Tech.	71,490,693
15. U. of Washington	64,477,309
16. Duke U.	64,077,083
17. Texas A&M U.	62,159,709
18. Johns Hopkins U.	60,133,878
19. U. of Chicago	59,046,801
20. U. of Cal. at Los Angeles	57,200,685
21. U. of Michigan	57,143,238
22. U. of Texas at Austin	56,841,447
23. U. of Cal. at Berkeley	52,284,362
24. Ohio State U.	50,394,062
25. Northwestern U.	49,326,502
Systems not included above:	
U. of California	$204,801,078
U. of Texas	148,263,533

The slowdown in the growth rate of corporate contributions follows six years of double-digit increases in company giving to higher education.

"Such a pattern of increases is hard to sustain given continued sluggishness of corporate profits and the impact on contributions budgets of mergers, acquisitions, and restructuring," said Mr. Haire.

In their reports last fall on company giving in 1985, both the C.F.A.E. and the Conference Board, a business research organization, predicted that corporate giving in 1986 was likely to show no growth or a decline when final figures were in. Last week, Mr. Smith said it was now his guess that company giving in 1986 would show "some slight increase."

"It would have to show a significant decline in the second half of 1986 to offset the 8-per-cent increase in the first half of the year," he said. "My best estimate is that that is not going to happen."

The national estimates for giving to higher education are projections based on data that the C.F.A.E. received from 1,194 colleges and universities responding to its survey. Those institutions, the council said, account for about 85 per cent of all private giving to higher education.

The 148 doctorate-granting universities raised $3.88-billion, or 61.3 per cent of the support received by all participants in the survey.

The 54 private universities received an average $40-million each, an increase of 26 per cent over the previous year, and the 94 public universities averaged $18-million each, an increase of 18.7 per cent.

More Given to Public Colleges

Last year for the first time, corporations gave more money to public institutions than they gave to private colleges and universities. The C.F.A.E. said that was a continuation of a trend that had begun 15 years ago, when private institutions received two-thirds of all corporate contributions.

The C.F.A.E., a non-profit organization financed by corporate grants, monitors and seeks to encourage voluntary support for education. Its annual survey is also sponsored by the Council for Advancement and Support of Education and the National Association of Independent Schools.

The report on the latest survey, *Voluntary Support of Education 1985-86*, will be published in June. Copies, at $25 each prepaid, may be obtained from the Council for Financial Aid to Education, 680 Fifth Avenue, New York 10019.

Colleges Get More Aggressive in Quest for Major Gifts

Continued from Page 39

we depend heavily on individual giving for support."

It therefore wasn't surprising, he said, that individuals gave $277-million of the $410-million that the university raised in a four-year campaign that ended last year.

"The pressure by the federal government to put more emphasis on support from the private sector has had the effect of making things such as higher education seem more important to individuals," he said. "That, combined with a reasonably healthy stock market, has made a good climate in which to make our case to individuals."

Improvement in the ability of colleges to make their case was seen as a major contributor to the rise in private giving.

"Fund raisers are seeing that individual donors aren't that much different from foundations and corporations—if we want their support, we've got to show them who we are, what we do well, and how we do it," said Colette M. Murray, vice-president for development and alumni at the University of Louisville.

"They want to know what our priorities are, how they fit in with our mission, and who we are trying to serve. They want their money to go to a program where they know it will make a difference."

Keeping People Involved

The University of Louisville next month will complete a capital campaign that already has brought in $47-million; the $40-million goal was passed last fall. Gifts to the annual fund were not counted in the total, but there has been a 20-per-cent increase in such giving in each of the past two years, said Ms. Murray.

"Our challenge now is to keep those people involved," she added.

Keeping individuals involved in the institution is the key to sustained support, said Richard A. Edwards, vice-president for educational fund raising at the Council for Advancement and Support of Education.

"Besides doing a better job of making their case, colleges are also doing a better job of involving major donors in the life of the institution," he said. "The totals for giving last year show this—as institutions build relationships with individual supporters, their gift income goes up."

Mr. Edwards said the rise in individual giving might help allay some of the concern about competition for voluntary support among colleges, particularly between private and public institutions.

"Each institution has its own constituency," he said, "and that is where it is always going to find the bulk of its support."

—PAUL DESRUISSEAUX

To: Department Heads, Administrative Officers and EEO Personnel Directors

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News Summary

Articles on inside pages

College endowments rose by an average of 26.9 per cent in 1985-86. Story and Fact-File on Pages 25-28.

As a physician at a Berkeley student clinic, David Lyman brings humor and gentleness, as well as medical skill, to his job. Story on Page 3.

Computer scientists are developing "intelligent tutors," electronic teaching assistants that can track students' learning. Story on Page 6.

An engineer at Lehigh University thinks the construction industry should do more research before the building begins. Story on Page 6.

Public historians seem to have shaken their "second class" image. Story on Page 13.

Intense lobbying helped persuade the Senate to boost spending for education. Story on Page 18.

The former chancellor of the Oklahoma State Regents for Higher Education has been indicted by a county grand jury. Story on Page 18.

Colorado's Governor has vetoed a bill that would have abolished the tenure system at some of the state's colleges. Story on Page 21.

Wheaton College has been beset by controversy over its decision to admit men for the first time. Story on Page 30.

Members of the N.C.A.A. will vote next month on 43 proposals to cut the costs of college sports. Story on Page 35.

Education reformers in Japan are turning their attention to academic laxness and elitism at the country's universities. Story on Page 37.

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OUT OF UNIVERSITIES' SHADOW

2-Year Colleges Lobbying Aggressively for Added State Money and Programs

By SCOTT JASCHIK

Two-year public colleges, long overshadowed in state capitols by research universities and four-year colleges, are becoming much more aggressive about lobbying for funds and legislation that affect their institutions.

In dozens of states, officials of two-year colleges are trying to change legislators' perceptions of their institutions. Riding the wave of political interest in job-training programs and economic development, the colleges are making special efforts to tell legislators about the new students and companies they are serving. And they are demanding increased state support to continue their work.

More and more, they are lobbying the entire legislature, rather than appealing to a small part of it. In the past, community colleges generally operated as individual institutions and relied on the representatives from their own districts, but now more of the colleges are banding together and lobbying as a state system.

"Up until two or three years ago, we suffered from the 'forgotten child' syndrome," says Elwood Shoemaker, executive director of the Pennsylvania Commission for Community Colleges. "Now we are focusing on the role of community colleges in improving the economic situation of the state. That gets their attention, and we've been successful."

Says Louis W. Bender, professor of higher education at Florida State University and an expert on state support of community colleges, "They've seen that if they don't communicate more with the legislators, they're going to be left out."

The new lobbying activities take a variety of forms:

► In Pennsylvania, Mr. Shoemaker's organization has designated one of its staff members as an official lobbyist, the first time that the state's community colleges have had such a representative in Harrisburg.

► In Ohio, trustees of community colleges are forming an association to press government officials for more state support.

► In Oregon, community-college lead-

Continued on Page 19, Column 4

State appropriations for community colleges appear in tables on Page 20.

Canada's Faculty Unit Drops Bargaining, Cuts National Office

By MARK GERSON

OTTAWA

Canada's national association of university professors and librarians has adopted a "blueprint for survival" that will strip it of its collective-bargaining activities, slash membership dues by one-third, and cut staff members in its central office.

The decision to shrink and restructure the Canadian Association of University Teachers was taken at the group's annual meeting this month. It is expected to stem a wave of discontent that was threatening to break up the 26,000-member organization.

Not all member groups were happy with the changes, however. "We may have some sort of national organization when we're through," said Bryan Emerson, treasurer of the St. Mary's University Faculty Association, "but I'm not sure it will be anything more than a tombstone."

According to Allan R. Sharp, president of the national association, the C.A.U.T.

Continued on Page 39, Column 1

Administration Bars Science-Agency Aid to Vienna Institute

Backers of East-West forum to seek Congressional support

By COLLEEN CORDES

WASHINGTON

The National Security Council has barred the National Science Foundation from providing a $500,000 grant to help finance American participation in research at a Vienna-based institute that brings together scientists from the East and West.

As a result, the institute's supporters are seeking money directly from Congress.

Some scientists say the rejection of the grant indicates that the Administration is reluctant to participate in joint research with Communist countries when the federal government cannot directly control it. Administration officials, they add, do not seem to trust American scientists to participate in East-West research if the U.S. government is not involved in the arrangement.

The episode began when the American Academy of Arts and Sciences applied late in 1985 for the grant, which would have gone to the International Institute for Applied Systems Analysis in Austria.

The academy is one of the official U.S. members of the institute, which brings together scientists from the East and West to

Continued on Page 24, Column 1

HAPPY GRADUATE

WIDE WORLD

A woman at North Carolina Central U. jubilantly signals her parents. For the views of 17 seniors on their college experiences, see Page 30.

Scholars Conducting Research Abroad Are Hit Hard by High Costs Resulting from the Dollar's Decline

By KIM McDONALD

The fall of the U.S. dollar has sharply increased the cost of doing research abroad, forcing many American scholars who depend on grants and other fixed sources of support to reduce substantially or delay their research activities.

The situation is particularly acute for those whose research requires extended stays in Europe or Japan, where the dollar has fallen precipitously.

In Japan, where the dollar buys about half of what it did three years ago, scholars are stunned by what they must pay just to eat and sleep.

Prices for a moderate hotel room in Tokyo—"something comparable to a Holiday Inn"—average $180 a day, said Alan W. Milsap, who oversees a program at the National Science Foundation that supports about 20 U.S.-Japanese cooperative projects each year.

For those who must stay for longer periods with their families, he said, "renting an apartment has just become truly prohibitive."

Tokyo Apartment: $9,000 a Month

A two-bedroom, Western-style apartment in Tokyo that rented for about $5,000 a month three years ago now goes for about $9,000 a month, he said. A small glass of orange juice, which cost him $3 in September 1985, when he last visited Tokyo, now could cost as much as $6.

While the State Department has increased the maximum per-diem allowance for someone working at government expense in Tokyo from $130 last year to $204

Continued on Page 16, Column 1

such a large increase this time? That would have put them in the uncomfortable position of voting "against education," and they would probably have been unhappy with education officials for forcing them to do so.

After considering the issues, Mr. Hollings and education officials decided they would stick to their demand.

'Stealing' from Child Welfare?

In the meantime, Senator Chiles's aides told the Children's Defense Fund, a group that lobbies for better care and education for poor children, that the $1.6-billion increase would come at the expense of child-welfare programs. That created another tense moment: Higher-education lobbyists had to hurry to assure the Children's Defense Fund that they were not interested in stealing money from their programs. The Children's Defense Fund is part of a coalition of several education associations that lobbies Congress to approve a robust budget for education, and education lobbyists considered it important that all those associations remain united in their push for the extra education money.

Mr. Chiles's aides say they alerted the Children's Defense Fund because they believed a $1.6-billion increase for Education Department programs would have required budget-writers to take money from programs for poor children. But many higher-education officials say Mr. Chiles was trying to splinter the education alliance.

"That's the problem with education," says one higher-education representative. "It's always been easy to divide us."

As it turned out, a schism never developed. Mr. Chiles agreed to the $1.6-billion increase and included it in the budget package that was approved by the Senate. A House-Senate conference committee is now working to smooth out the differences in the budget blueprints. (The House bill, approved last month, would provide about $500-million more for education than would the Senate budget.)

Among Toughest Bargaining Sessions

Many college representatives say the bargaining sessions in the Senate were among the toughest they have ever had over a budget resolution.

Robert H. Atwell, president of the American Council on Education, said college officials had worked harder this year, in part because of what Mr. Atwell called the "Bennett factor." Education Secretary William J. Bennett's criticisms of college curricula and tuition increases has been getting a lot of attention from the press.

"We wanted to be sure that wouldn't be translated into anything helpful to his cause in the Congress," says Mr. Atwell. Mr. Bennett had proposed large reductions in education spending.

A few higher-education lobbyists are skeptical about the impact of the lobbying campaign. Andrea Bolling, assistant vice-president of federal relations for the American Association of Community and Junior Colleges, says the Senate probably would have approved the $1.6-billion increase regardless of what lobbyists did.

"Members of Congress understand that their constituents really care about the education of their children," says Ms. Bolling. "If education really weren't that important to the American people, we wouldn't have gotten that money."

2-Year Colleges Lobby Aggressively for Added State Money

PHOTOGRAPH FOR THE CHRONICLE BY ROSE M. PROUSER

Peg Davis, community-college lobbyist, talks with Ronald R. Cowell, chairman of an education committee in the Pennsylvania legislature.

Continued from Page 1

ers receive a weekly bulletin from their lobbying group detailing the status of bills, changes in key committees, voting records, and legislators who the group thinks should receive notes of thanks for their work on behalf of community colleges.

► In California, a group of community-college administrators and trustees has hired A. Alan Post, who formerly occupied the powerful position of state legislative analyst, to develop a new proposal for financing the colleges.

► In Florida, community-college leaders make certain that at least one community-college president or trustee is at the State Capitol every day of the legislative session.

Lack of Appreciation by Legislators

Community-college leaders cite a variety of reasons for those developments. Many say that more aggressive lobbying has become a necessity, because legislators often fail to appreciate the role and needs of community colleges.

David H. Ponitz, president of Sinclair Community College, says, "Some suggest that what a community college is doing is less important than what a four-year college is doing. I don't subscribe to that.

"Two- and four-year colleges have an educational division of labor, and neither one should be a second-class citizen. I'm not afraid to battle for that concept."

When he plays host to legislators on his campus, Mr. Ponitz says, he gives them name tags that include the number of their constituents enrolled in Sinclair programs. "I note that it's usually more than they won their last election by," he says.

Thomas M. Bernthal, executive director of the Michigan Community College Association, says the problems of part-time students are much more important to community colleges, who are serving more and more older students, than to their colleagues in other areas of higher education.

"What we're doing now," he says, "is communicating our special needs to legislators so our colleges are better understood."

Another reason for the increased lobbying is that community colleges cannot offer legislators some of the perquisites available from state universities.

"You don't have 50-yard-line seats at football games, so you go a different route," says Jeff Hockaday, chancellor of the Virginia Community College System. "You visit legislators at their homes, at their offices, and at the grocery store."

Based on that philosophy, Virginia's two-year college leaders set up campus tours for every legislator between each legislative session.

Nearly $5-Billion from States

Community-college lobbying efforts are not restricted to special legislation affecting only two-year institutions. Like their counterparts in other segments of higher education, community-college leaders are concerned with obtaining more money for their institutions. State governments appropriated nearly $5-billion for community-college operating expenses in the current academic year and college officials are always seeking more.

Leslie Koltai, chancellor of the Los Angeles Community College District and chairman of the group studying the financing of California's community colleges, says, "We can't maintain the community

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on 3 Charges of Filing False Expense Claims and 1 of Perjury

State identical travel claims for three trips to Washington in 1979. Also, according to the indictment, he lied to the grand jury during its investigation of the charges.

The charges stem from a period in 1979 when Mr. Leone was working for the state regents and also serving as a paid consultant to Rose State, where he had formerly been president.

All Would Be Felonies

The grand jury also said that the consulting arrangement between Mr. Leone and Rose State had violated the Oklahoma Code of Ethics for State Officials and Employees because of the lack of a formal agreement outlining his duties and a method for insuring that they were performed. No charges were brought for that alleged violation, however, because the legal time limit for hearing such charges has expired.

All of the offenses with which Mr. Leone was charged are felonies. Each count on the travel vouchers is punishable by up to two years in prison and a fine of up to $10,000. If convicted of perjury, Mr. Leone could be sentenced to five years more.

The former chancellor has said that on some business trips he performed work for both the state board and Rose State, and billed the two groups accordingly. Mr. Leone could not be reached for comment last week.

Mr. Leone has been under fire for the consulting arrangement since last fall, when Henry Bellmon, then the Republican candidate for Governor, called for his suspension. After Mr. Bellmon was elected, he continued to call for Mr. Leone's suspension or resignation and clashed with the regents over their support of the chancellor.

The regents seemed poised to dismiss Mr. Leone last month, but instead accepted an agreement under which he would resign and serve as an adviser to the interim chancellor through the end of next month. The regents then agreed to pay Mr. Leone $50,000 for leaving his position on short notice and serving as an adviser.

After the indictments were handed up, the regents voted to suspend Mr. Leone, with pay, pending the outcome of the trial, which was set to begin at the end of August.

Regents' 'Superficial Understanding'

As far as Rose State College was concerned, the grand jury said, "Prior to January 1986, Rose State College regents had only a superficial understanding of the financial system of the school. The regents were presented with little information, and requested no more, on funding sources, pooling mechanisms, accounting methods, and expenditures."

Larry Nutter, the new president of Rose State, a two-year college with an enrollment of about 10,000 students, said that the institution had had problems in the past, but that the regents had adopted many new financial procedures in the past year.

The grand jury also took the first step to

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2-Year Colleges Lobby Aggressively for Added State Funds

Continued from Preceding Page
colleges with the present system, so we have to take the leadership."

While California community colleges seek to change the method of financing their institutions, lobbyists for two-year colleges in other states simply want more money.

In Illinois, they are pushing the state to increase its share of the costs of running the colleges from 32 to 50 per cent; in New York, the Legislature traditionally responds to pressure from community-college groups and increases the budgets of two-year colleges over the recommendation of the Governor.

Another reason that community colleges must be aggressive in making their needs known to state legislators has to do with the fact that the colleges are partially financed by local money. Legislators don't have to take the heat for a tuition increase if they don't approve enough money for community colleges; they can simply pass the buck to local governments. When tuition rises at public 4-year institutions, however, the legislators get the full blame.

Relying on local governments is "too easy an answer," says Mr. Bernthal, "so we have to communicate with them about how unrealistic it usually is."

Many Statewide Associations

The lobbying methods vary. In many states, community-college administrators and trustees have formed associations to represent them. Those groups, which are not directly supported by the state government, are free to raise and spend money on overt lobbying activities.

In states without such associations, lobbying is coordinated by state boards or by college presidents.

Regardless of the approach, the lobbying efforts have several common features.

Almost all rely on the two-year institutions' job-training programs. "With economic development as the big issue, community colleges are in a really good position," says Gary W. Davis, executive director of the Illinois Community College Trustees Association.

Community colleges, Mr. Davis says, "have fewer qualms about being vocationally oriented," so they can join state economic-development programs and publicize their involvement to gain more political support.

"We are the backbone of efforts to retrain workers, and we bring the legislators to campuses so they can see that for themselves," says Hal Roach, executive director of the Ohio Technical and Community College Association.

Many of the lobbying efforts also rely on trustees of the colleges, who have previously been more involved with governing the institutions than with securing more state support for them.

Trustees, Mr. Roach says, "are among the best people for us to use because they are prominent in their communities and already have clout."

The emphasis on statewide lobbying efforts has paid off, community-college officials say.

"Community colleges used to be fragmented, unable to represent themselves effectively because they were single institutions," says Jerome F. Wartgow, president of the Colorado Community College and Occupational Education System.

Although statewide lobbying efforts may mean a particular college does not receive its top priority, the colleges as a group accomplish much more, he says.

Says Peg Davis, the lobbyist for the Pennsylvania community colleges: "In dealing with legislators, we have to emphasize that the community colleges are pulling together. If you have one college asking for one thing, and one for something else, you're just cutting yourself off at the knees."

Unity is especially important in Pennsylvania, she says, because the state has only 14 community colleges, and the districts of many legislators do not include such institutions. "When you have a statewide strategy, you can say that every legislator should care," she says.

More Money, More Rules

The new lobbying efforts do present some risks, community-college officials say. When state leaders agree to provide more financial support for the institutions, they usually also want more control over them.

Notes Mr. Davis of the Illinois trustees' association: "He who pays the piper calls the tune."

In his state and elsewhere, legislators and governors have been more likely to regulate the institutions in recent years, he says. Still, he adds, most of his state's colleges would accept a little more state regulation if it were accompanied by increases in state funds.

In California, the shift from local to state financing has led to a series of bitter fights between the locally elected college boards and some state legislators. After the passage of strict limits on property taxes in 1978—known as Proposition 13—state support for two-year colleges nearly doubled at the same time that local support was being cut in half.

As civic and legislative commissions studied the governance of the colleges in the past year, many panel members pushed for the elimination of the local boards or for major curbs on their power. Although the local boards appear to have fought off many of the changes, some observers in the state say the boards have offended many of the legislators whose support they will need in future political battles.

Another potential problem with increased community-college lobbying is competition with other sectors of higher education.

Jerold Roschwalb, director of governmental relations for the National Association of State Universities and Land-Grant Colleges, says he has not heard major complaints from the institutions he represents about the stepped-up lobbying of community colleges.

Attitudes at research universities about community-college lobbying fall largely into two groups, he says:

"One view sees the world as a fixed pie. Every time someone else sits at the table, everyone gets less pie. But others see it as a baking contest. With more people at the table, you can make a better pie," he says.

Mr. Roschwalb says he takes the latter view because community colleges generally have different legislative needs. "Community colleges don't run medical schools. They don't run physics Ph.D. programs," he says.

'We're Not Lobbying Alone'

"The danger lies in community colleges or universities believing in the fixed pie and arguing against each other," he says, adding that such disputes need not occur.

"I would rather my institutions get 50 per cent of $1,000 than 100 per cent of $500," he adds.

Most community-college officials say that in improving their stature with legislators, they do not aim to detract from four-year colleges and universities.

Ronald J. Horvath, director of Jefferson Community College, the largest two-year institution in Kentucky, says, "We're not lobbying alone. We're saying that we are part of the whole system and coordinating efforts."

Mr. Horvath acknowledges that he has little choice, since his college is part of the University of Kentucky system. And in many states that base their financing formulas strictly on enrollment, all of higher education does either well or poorly in the state budget.

Says Illinois's Mr. Davis: "The key issue in the state is the level of support for higher education generally."

'We're Getting Better and Better'

Whether they are lobbying for more appropriations or for special programs, community-college officials say they have been largely successful using the new techniques. Pennsylvania's Mr. Shoemaker points to a 15.8-per-cent increase in state appropriations for his institutions last year.

In Oregon, even though this is a tight budget year, legislators are moving toward increasing the community colleges' budgets over the recommendation of Democratic Gov. Neil Goldschmidt. Legislators have included community colleges in the planning of job-training programs more than ever before, says Roger Bassett, executive secretary of the Oregon Community College Association.

Chancellor Hockaday of Virginia credits lobbying efforts for legislative approval of a plan to decrease tuition by 15 per cent over the last two years.

Following those successes, college officials say they intend to continue their lobbying programs.

Says Mr. Bernthal of Michigan: "We're getting better and better at this, and we're going to be even more assertive in the years to come."

State Appropriations for Community Colleges

Following are two tables showing state appropriations for the operating expenses of community colleges in 1986-87 and the percentage change in appropriations since 1984-85.

The table on the left lists states where community colleges are jointly financed by state and local governments. In most of these states, local governments pay at least 10 per cent of the costs of running the colleges; in many of them, the local governments pay more than one-third.

The table on the right lists states where the state government provides most or all of the public support to the colleges.

Community colleges in both groups of states also receive revenue from tuition, local businesses, fund raising, and other sources.

The figures were compiled by the Center for Higher Education at Illinois State University.

Nine states—Alaska, Hawaii, Kentucky, Louisiana, Maine, New Hampshire, South Dakota, Vermont, and Wisconsin—do not appear on either list because their community colleges are operated as part of university systems, or because the states do not have public community colleges.

Colleges Supported by Local and State Funds

	1986-87	3-year change
Arizona	$ 59,905,000	+25%
Arkansas	20,790,000	+11%
California	1,199,057,000	+ 8%
Colorado[1]	10,831,000	+ 6%
Florida	392,662,000	+17%
Idaho	5,815,000	+11%
Illinois	203,240,000	+19%
Indiana	15,747,000	+25%
Iowa	80,003,000	+ 4%
Kansas	27,056,000	+ 6%
Maryland	98,143,000	+ 6%
Michigan	186,722,000	+17%
Mississippi	50,000,000	- 1%
Missouri	51,845,000	+20%
Montana	3,102,000	- 4%
Nebraska	22,447,000	- 3%
New Jersey	83,765,000	+21%
New Mexico[1]	908,000	+14%
New York[1]	275,530,000	+21%
Ohio[2]	78,243,000	+31%
Oklahoma[1]	457,000	+ 1%
Oregon	59,571,000	+10%
Pennsylvania	77,500,000	+12%
Texas	446,436,000	- 1%
Wyoming	32,051,000	+10%
Total	$3,461,826,000	+11%

Colleges Supported by State Funds

	1986-87	3-year change
Alabama	$ 58,550,000	+11%
Colorado[1]	44,733,000	+ 7%
Connecticut	45,492,000	+23%
Delaware	21,472,000	+14%
Georgia	65,653,000	+16%
Massachusetts	130,530,000	+20%
Minnesota	58,599,000	+10%
Nevada	18,924,000	+36%
New Mexico[1]	5,454,000	+ 1%
New York[1]	84,799,000	+ 4%
North Carolina	304,873,000	+19%
North Dakota	4,748,000	+51%
Oklahoma[1]	64,366,000	+ 3%
Rhode Island	21,046,000	+13%
South Carolina	87,080,000	+24%
Tennessee	58,567,000	+14%
Utah	15,403,000	+15%
Virginia	148,403,000	+16%
Washington	198,230,000	+ 5%
West Virginia	10,388,000	+ 8%
Total	$1,447,320,000	+14%

[1] State has both locally supported community colleges and some which receive little or no local aid.
[2] Estimate

SOURCE: CENTER FOR HIGHER EDUCATION ILLINOIS STATE UNIVERSITY

Former Okla. Official Indicted on Charges of Filing False Expense Claims, Perjury

Continued from Preceding Page
remove William G. Bernhardt from the Rose State board. It said Dr. Bernhardt had been paid by Rose State for eight years for performing physical examinations on student athletes over that time. Oklahoma law forbids regents from receiving funds for any good or service they sell to the colleges they govern.

Dr. Bernhardt acknowledged that he had been paid for the examinations, but said he had charged below market rates. He added that the college had initiated the arrangement. "As a physician, I generally don't turn people down," he said, adding, "That's our code of ethics."

He said he was unaware, until the grand-jury proceedings, of any possible violation of state law. "I'm not well versed on the laws of colleges," he said.

Charges Come at Bad Time

If Dr. Bernhardt does not resign this week, a date will be set for a civil trial on the charge of corruption. If convicted, he will be removed from the board, but could receive no additional punishment. Dr. Bernhardt said last week he did not know whether he would resign or stand trial.

The new charges against Mr. Le-

difficult time for higher education in Oklahoma, college officials here said.

Another former Rose State president, Joe T. Packnett, has already been convicted of embezzling nearly $500,000 from the college.

And the president of Southeastern Oklahoma State University, Leon Hibbs, is under investigation by several state agencies over allegations that he mismanaged foundation funds and violated state anti-nepotism laws.

Probes Have Raised Questions

"There's no question but the investigations have been to the detriment of Oklahoma higher education," said Dan S. Hobbs, interim chancellor. "They've raised questions in the minds of many people about the conduct here."

William E. Jaynes, president of the Oklahoma State Conference of the American Association of University Professors, said faculty members were afraid that all the allegations would hurt the colleges' ability to obtain support from the state.

"We're really apprehensive," said Mr. Jaynes, a professor of psychology at Oklahoma State University. "Until things get settled down, everybody's going to be on edge."

SCOTT JASCHIK

Give & Take

Robert L. Payton hadn't been on the job at the University of Virginia for very long before deciding to try to organize a seminar there on philanthropy in action.

The program he hopes to establish would be similar to one he organized at Columbia University, which brought foundation and corporate officials together with scholars to look at a single issue over a long period of time. The subject of that seminar last year was the response in the West to the famine in Ethiopia.

"It is in the extreme circumstances of relief and development that the virtues of philanthropy can best be observed," said Mr. Payton.

"A seminar of this type is tough to do," he added, "but I feel it's the best model for continuing education in philanthropy."

■

At Virginia, where he took up his duties this month, Mr. Payton is a scholar-in-residence and associate director of the White Burkett Miller Center of Public Affairs. In January he ended a 10-year term as president of the Exxon Education Foundation. A reception to honor Mr. Payton for his work in organized philanthropy was held last week in Manhattan.

"New York is very good about celebrating people who come to power, but as the custodian of memory the New York Public Library also has the responsibility to celebrate people who leave power," said Vartan Gregorian, president of the library, which co-sponsored the reception with the Association of Governing Boards of Universities and Colleges.

Mr. Payton said he did not know if he deserved such an occasion, "but as Jack Benny once remarked, I have arthritis and I don't deserve that, either."

■

Robert L. Gale, president of the A.G.B., said the group had gathered "to encourage Bob as he continues to strive to bring about greater public understanding of philanthropy."

Mr. Payton did not pass up an opportunity to talk on the subject.

He said his attention more and more was fixed on the need to insure a future for coming generations.

"A free and open and democratic society is the most important thing we can give our children and young people," he said, "and a strong philanthropic tradition is essential to the preservation of that society.

"And I strongly believe," he said, "that we must study this tradition if we are to improve it and pass it on."

Noting the growing number of university programs to study philanthropy, he said: "The time is here to study philanthropy, warts and all, to bring to the surface all of the criticisms of it."

He called for more and better research and writing on the subject, which he said could not be expected until there was more support for such work from organized philanthropy.

Philanthropy

College Endowments Up 26.9 Pct. in 1985-86, Buoyed by Strong Performance of Stock Market

Study of 272 funds includes investments' market-value gains as well as interest and dividend income

WASHINGTON

The stock market's strong performance helped drive up the value of college and university endowments by an average of 26.9 per cent in academic 1985-86.

A study by the National Association of College and University Business Officers, the results of which were released last week, found that the total market value of the 272 endowments was $40.5-billion at the end of fiscal 1986. One year earlier, the value of 284 endowments in the study was $33.4-billion.

The 272 endowments were reported by 260 institutions of higher education. A preliminary report on the study based on the performance of 153 investment pools (*The Chronicle*, January 7) showed an average increase of 27.1 per cent in the value of those endowments for the 12 months ending June 30, 1986.

According to NACUBO officials, the study now includes "a substantial majority" of the four-year institutions with endowments of at least $1-million. The number of colleges and universities participating in the study, now in its 12th year, has more than doubled since 1980.

Second-Highest One-Year Return

Last year's increase in the value of the average endowment was the second-highest one-year return in the study's history. In fiscal 1983 the value of endowments was up 41.3 per cent; it declined 2.8 per cent the next year.

The increase in 1986 marked the best back-to-back years for endowment performance in a decade. In 1985, the value of endowments rose 25.4 per cent.

The figures represent "total-return rates" for endowments and reflect changes in the market value of investments as well as interest and dividend income.

Last year's increase was higher than the 26.4-per-cent return on a composite index based on the same asset mix as the average endowment in the study.

The average investment pool in the study had 55.2 per cent in equities, 29.4 per cent in bonds, 11.5 per cent in cash, 1.9 per cent in real estate, and 1.5 per cent in miscellaneous other assets.

The value of Harvard University's endowment, $3.43-billion, was the highest of all institutions in the study. Harvard, which in all previous years had led the endowment rankings, dropped to second place at the end of fiscal 1985, when the University of Texas system topped the list. Since then, however, the Permanent University Fund in Texas has been divided between the University of Texas system, which received two-thirds, and Texas A&M University, which was given the other third. With an endowment valued at $2.53-billion, the University of Texas system ranked second in 1986.

Rockefeller Ranks High

Ranked by endowment per full-time-equivalent student, Rockefeller University led all institutions with $4.3-million for each of its 110 students. A graduate medical research and training institution, Rockefeller University offers only the Ph.D., and students receive fellowships covering almost all of their expenses.

The increase in the value of the average endowment for the three-year period ending last June was 15.9 per cent. The five-year increase was 16.6 per cent; over 10 years the increase was 12.8 per cent.

Earlier NACUBO had indicated the large gain in the value of endowments was expected because of the rise in stock prices.

Bruce M. Dresner, vice-president for financial administration at Dartmouth College and the performance analyst for the endowment study, said earlier this year that more and more institutions were exploring non-traditional areas of investment, including foreign securities.

The larger endowments, with $100-mil-

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Largest Endowments per Student

Private	Students	Amount
Rockefeller U.	110	$4,324,300
Academy of the New Church	349	320,800
Princeton U.	6,075	318,400
Baylor C. of Medicine	913	234,300
Harvard U.	16,236	211,600
Mount Sinai School of Medicine	490	198,800
California Institute of Technology	1,850	197,900
Rice U.	3,949	191,400
Swarthmore C.	1,301	179,700
Grinnell C.	1,239	168,500
Public		
Virginia Military Inst. Foundation	1,483	$44,500
U. of Virginia	18,916	20,100
U. of Delaware	15,631	16,800
U. of Cincinnati	24,680	8,800
C. of William and Mary	6,294	7,900
U. of Pittsburgh	27,000	7,300
Washington State U.	16,136	7,100
U. of Michigan	41,250	6,100
U. of Vermont	9,303	6,000
Kansas U. Endowment Assoc.	23,094	6,000

Note: Based on market value of endowments last June 30, and full-time-equivalent enrollment.
SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

Gifts to U.S. Charities Top $87-Billion, 82 Pct. of It from Individuals

NEW YORK

Gifts to charitable organizations and causes in the United States reached an estimated total of $87.2-billion in 1986, an increase of 9.4 per cent over the previous year and a record.

The figures are from *Giving USA*, an annual report on contributions published by the American Association of Fund-Raising Counsel's Trust for Philanthropy. The 32nd edition of the report, covering giving in 1986, was issued last week.

The $71.7-billion in contributions from individuals was 9.2 per cent more than the previous year and represented 82 per cent of all dollars given to charity in 1986.

Bequests increased 12.5 per cent, to $5.8-billion, and brought the total for all gifts accounted for by individuals to 88.9 per cent of last year's contributions.

"Americans have proven once again how generous they can be, especially at a time when our non-profit institutions are becoming more dependent on outside funds," said Robert L. Thompson, chief executive officer of Ketchum, Inc., and chairman of the A.A.F.R.C. board.

Foundation grants totaled $5.17-billion in 1986, an increase of 16 per cent. Corporate contributions were up 2.3 per cent, to $4.5-billion.

Philanthropy and Quality of U.S. Life

The overall increase in giving "is testimony to the tremendous impact philanthropy has on the quality of life in the United States," said Charles E. Lawson, president of Brakeley, John Price Jones, and chairman of the A.A.F.R.C. Trust for Philanthropy, the association's non-profit research, education, and publishing arm.

An estimated $12.7-billion was given to education at all levels last year, an increase of 16 per cent. Colleges and universities received the largest single portion of such gifts, an estimated 60 per cent. In 1986 contributions to education accounted for 14.6 per cent of all giving, moving ahead of gifts to health-related organizations and causes for the first time in several years.

Religion, as in past years, led all recipient categories with $40.9-billion in gifts, an increase of 9.2 per cent. About 47 per cent of charitable contributions go to religion.

All recipient categories received more in contributions in 1986 than they had the preceding year. The figures for the other categories were as follows:

► Health, up 9.6 per cent to $12.26-billion, 14 per cent of all giving.

► Human-service organizations, up 7.4 per cent to $9.13-billion, 10.5 per cent of the total.

► Arts, culture, and humanities, up 14.8 per cent to $5.83-billion, 6.7 per cent of the total.

► Public and social benefit organizations, up 7.2 per cent to $2.38-billion, 2.7 per cent of the total.

► Other causes, up 2.6 per cent to $3.99-billion, 4.6 per cent of the total.

Contributions from individuals represented 2.06 per cent of personal income in 1986. Giving by individuals grew by 4 per

Continued on Page 28, Column 3

U. of Richmond Gets $20-Million for New Center

RICHMOND

The University of Richmond has received a $20-million gift to finance a new program in leadership studies and to help build a center to house it.

The gift, from Mr. and Mrs. Robert Jepson, Jr., is the second largest in the university's history. A $6-million first payment on the pledge will be made this summer. It will include $1-million for a professorship in business policy announced last fall. The professorship is named for W. David Robbins, dean of the university's business school from 1959 to 1977 and a former instructor of Mr. Jepson, who will hold the chair until his retirement.

Mr. Jepson, a 1964 graduate of the university, and his wife are the principal owners of the Jepson Corporation, a conglomerate based in Elmhurst, Ill.

Building Will House Center

The first installment on their gift will be used to help finance a 65,000-square-foot building to house the leadership-studies center. The facility, for which the university plans to raise an additional $2.5-million, will be named Robert S. and Alice A. Jepson Hall. The building, which will also house the university's academic computing center and its mathematics and computer science department, is expected to be ready in about two years.

Once the center is built and the leadership program under way, the Jepsons and an anonymous donor associated with them will provide an additional $15-million for the project, and the university, as part of a forthcoming capital campaign, will seek to raise $10-million in endowment for it.

The largest gift ever received by the University of Richmond was a $50-million contribution made by the E. Claiborne Robins family in 1969. At the time it was the largest single gift ever made to a college or university in the United States.

2 Anonymous Donors Give $1.75-Million

DANVILLE, KY.

Centre College has received two anonymous gifts totaling $1.75-million.

Both contributions were made to a capital campaign that the college began this spring to raise $33-million in three years.

A gift of $1-million from an anonymous donor will be added to Centre's endowment, and a $750,000 gift will be used to increase faculty salaries. The capital campaign includes goals of $4-million in endowment to support student aid and $4-million in endowment for the improvement of faculty salaries.

The announcement of the most recent gifts brings the total raised thus far in the campaign to $14.7-million. When the drive was announced in March the college already had raised $12.7-million. That figure included $1-million grants from two Louisville institutions: the James Graham Brown Foundation, and Humana, Inc., a health-care company.

Earlier the college received a $3-million grant from the Olin Foundation, which will cover the entire cost of building and equipping a new physical-science building.

FACT–FILE

Value of 260 Endowments on June 30, 1986

1986 rank	Institution	Market value June 30, 1985	Market value June 30, 1986
1.	Harvard University	$2,694,800,000	$3,435,010,000
2.	University of Texas System [1]	2,087,139,000	2,530,730,000
3.	Princeton University	1,519,240,000	1,934,010,000
4.	Yale University	1,308,690,000	1,739,460,000
5.	Stanford University [1]	1,083,890,000	1,371,870,000
6.	Columbia University	978,640,000	1,266,640,000
7.	Texas A&M University [1]	not reported	1,110,440,000
8.	Massachusetts Institute of Technology	770,167,000	971,346,000
9.	Washington University	622,076,000	958,461,000
10.	University of Chicago	640,800,000	802,500,000
11.	Rice University	570,678,000	755,782,000
12.	Emory University [1]	535,825,000	745,188,000
13.	Northwestern University [1]	552,201,000	709,236,000
14.	Cornell University	518,956,000	673,848,000
15.	University of Rochester	567,696,000	576,642,000
16.	University of Pennsylvania	437,064,000	540,084,000
17.	New York University [1]	450,708,000	519,965,000
18.	Johns Hopkins University	393,129,000	491,543,000
19.	Dartmouth College	386,021,000	477,774,000
20.	Rockefeller University	391,284,000	475,678,000
21.	Vanderbilt University	318,322,000	446,458,000
22.	University of Notre Dame	306,930,000	388,104,000
23.	California Institute of Technology [2]	284,300,000	366,193,000
24.	University of Southern California	267,602,000	361,784,000
25.	University of Virginia	256,477,000	340,387,000
26.	Case Western Reserve University	244,126,000	307,250,000
27.	Smith College	222,378,000	272,662,000
28.	Wellesley College	205,000,000	265,000,000
29.	University of Delaware	212,660,000	262,798,000
30.	University of Michigan	203,675,000	251,517,000
31.	Williams College	199,996,000	247,830,000
32.	Wesleyan University	188,675,000	244,889,000
33.	Swarthmore College	174,429,000	233,765,000
34.	Carnegie Mellon University	193,458,000	228,768,000
35.	Amherst College	168,134,000	224,428,000
36.	University of Minnesota	181,288,000	224,265,000
37.	Loyola University of Chicago	169,009,000	219,467,000
38.	University of Cincinnati	169,387,000	218,367,000
39.	Baylor College of Medicine	153,341,000	213,917,000
40.	Grinnell College	175,053,000	208,787,000
41.	Ohio State University	167,281,000	207,129,000
42.	George Washington University	169,194,000	207,061,000
43.	University of Richmond	162,748,000	204,603,000
44.	Vassar College	156,100,000	204,084,000
45.	Baylor University [3]	175,611,000	202,989,000
46.	Pomona College	143,551,000	199,320,000
47.	University of Pittsburgh	160,463,000	197,875,000
48.	Berea College	150,261,000	193,716,000
49.	Wake Forest University	145,633,000	186,794,000
50.	Tulane University	140,121,000	179,765,000
51.	Rensselaer Polytechnic Institute	141,372,000	177,443,000
52.	Georgetown University	139,072,000	173,836,000
53.	Middlebury College	125,791,000	163,388,000
54.	Lehigh University	128,138,000	156,212,000
55.	Thomas Jefferson University	108,738,000	151,444,000
56.	Lafayette College	113,073,000	149,101,000
57.	University of Florida Foundation	104,186,000	138,732,000
58.	Kansas U. Endowment Association	95,134,000	138,420,000
59.	Boston University	104,316,000	131,525,000
60.	Mount Holyoke College	96,757,000	130,214,000
61.	State University of New York [4]	92,620,000	124,501,000
62.	University of Nebraska	112,075,000	124,442,000
63.	Carleton College	96,988,000	123,850,000
64.	Bowdoin College	89,697,000	121,004,000
65.	Brandeis University	107,160,000	120,536,000
66.	Saint Louis University	94,921,000	120,493,000
67.	Washington State University	97,158,000	115,160,000
68.	Rochester Institute of Technology	91,160,000	114,770,000
69.	Syracuse University	89,636,000	112,625,000
70.	Academy of the New Church	89,198,000	111,975,000
71.	Occidental College	73,262,000	109,455,000
72.	Pennsylvania State University	53,648,000	109,418,000
73.	University of North Carolina-Chapel Hill	79,902,000	105,318,000
74.	University of Miami [3]	80,564,000	102,142,000
75.	Trinity College (Conn.)	74,107,000	100,856,000
76.	Rutgers University	80,515,000	98,363,000
77.	Mount Sinai School of Medicine	74,770,000	97,417,000
78.	Tufts University	97,675,000	97,232,000
79.	University of Missouri	not reported	96,008,000
80.	Bryn Mawr College [3]	not reported	95,567,000
81.	Colgate University [3]	69,786,000	93,303,000
82.	Hamilton College	73,261,000	90,776,000
83.	Southwestern University	67,314,000	87,684,000
84.	University of Illinois Foundation	68,151,000	86,842,000
85.	University of Washington	72,909,000	85,470,000
86.	Agnes Scott College	not reported	81,798,000
87.	Union College (N.Y.)	68,043,000	81,160,000
88.	University of Wisconsin System	70,937,000	80,849,000
89.	University of the South	60,854,000	78,160,000
90.	Radcliffe College	62,516,000	77,964,000
91.	Bucknell University	62,214,000	77,837,000
92.	Whitman College	63,603,000	77,659,000
93.	Hampton University	58,785,000	76,572,000
94.	Butler University [3]	64,585,000	75,052,000
95.	Claremont McKenna College	55,241,000	72,486,000
96.	Worcester Polytechnic Institute	$64,456,000	$70,248,000
97.	Santa Clara University	55,873,000	67,908,000
98.	University of Alabama System [2]	52,309,000	67,757,000
99.	University of Wisconsin Foundation	45,394,000	67,543,000
100.	Mercer University	50,486,000	67,340,000
101.	Haverford College	54,927,000	66,584,000
102.	Virginia Military Institute Foundation	not reported	66,060,000
103.	Virginia Tech Foundation	46,270,000	64,530,000
104.	Rhodes College	53,193,000	64,091,000
105.	Willamette University [3]	54,569,000	61,757,000
106.	College of the Holy Cross	39,663,000	61,301,000
107.	College of Saint Thomas	not reported	60,437,000
108.	Colby College	46,549,000	59,609,000
109.	Berry College	44,885,000	58,878,000
110.	Davidson College	46,380,000	58,650,000
111.	Pepperdine University [5]	55,965,000	58,599,000
112.	Drew University	51,859,000	58,578,000
113.	University of Tennessee System	47,664,000	57,936,000
114.	University of Vermont	45,120,000	55,928,000
115.	American University of Beirut	36,444,000	54,951,000
116.	Simmons College	44,478,000	53,994,000
117.	Lawrence University	42,484,000	53,009,000
118.	Franklin and Marshall College	33,860,000	52,057,000
119.	College of Wooster	40,404,000	51,804,000
120.	Endowment Association of the College of William and Mary	31,812,000	49,697,000
121.	Furman University [3]	33,484,000	49,447,000
122.	Marquette University	41,564,000	49,287,000
123.	Mills College	39,663,000	49,141,000
124.	Goucher College	not reported	48,354,000
125.	Denison University	40,828,000	48,205,000
126.	Ohio University	36,041,000	47,587,000
127.	Fordham University	36,621,000	47,322,000
128.	Loyola Marymount University	not reported	46,996,000
129.	Philadelphia College of Pharmacy and Science	37,358,000	46,821,000
130.	Teachers College, Columbia University [1]	35,073,000	46,291,000
131.	Auburn University [2]	37,135,000	45,264,000
132.	Austin College	37,396,000	44,452,000
133.	Reed College	30,314,000	42,751,000
134.	Spelman College	33,382,000	42,605,000
135.	Barnard College	33,366,000	42,322,000
136.	University of Maryland	33,468,000	41,958,000
137.	Rhode Island School of Design	33,751,000	41,840,000
138.	Sweet Briar College	33,939,000	40,241,000
139.	University of Colorado Foundation	27,600,000	40,100,000
140.	Ithaca College	31,284,000	39,666,000
141.	Scripps College	25,638,000	39,268,000
142.	Hendrix College [5]	31,393,000	39,193,000
143.	University of Arizona	32,778,000	39,014,000
144.	Temple University	31,102,000	38,428,000
145.	Indiana University	26,201,000	38,223,000
146.	Albion College	29,680,000	38,118,000
147.	University of Nevada System	27,146,000	37,751,000
148.	University of Tulsa [3]	30,797,000	37,279,000
149.	University of Illinois	31,415,000	37,030,000
150.	Arkansas College	31,076,000	36,459,000
151.	Centre College of Kentucky	29,108,000	36,417,000
152.	Virginia Commonwealth University	24,033,000	35,299,000
153.	University of Dayton	22,350,000	35,136,000
154.	Oregon State Board of Higher Education	26,325,000	34,294,000
155.	Baldwin-Wallace College	24,484,000	33,981,000
156.	Allegheny College	25,903,000	33,760,000
157.	Wittenburg University	21,092,000	32,837,000
158.	University of Puget Sound [1]	26,176,000	32,430,000
159.	Dickinson College	25,520,000	32,223,000
160.	Wheaton College (Mass.)	25,541,000	31,632,000
161.	Clarkson University	24,375,000	31,545,000
162.	Connecticut College [3]	24,833,000	31,370,000
163.	Clark University	23,501,000	31,232,000
164.	North Carolina State University	15,725,000	30,329,000
165.	Transylvania University	not reported	30,111,000
166.	Valparaiso University	23,385,000	29,828,000
167.	Creighton University	22,866,000	29,438,000
168.	Kalamazoo College	23,831,000	28,653,000
169.	Bentley College	17,035,000	28,516,000
170.	Pratt Institute [1]	21,237,000	26,501,000
171.	Medical College of Virginia Foundation	18,880,000	26,425,000
172.	Bryant College [5]	16,786,000	25,813,000
173.	University of New Hampshire System	21,111,000	25,720,000
174.	Washington and Jefferson College	18,262,000	24,979,000
175.	Gettysburg College [3]	19,237,000	24,186,000
176.	Norwich University	18,662,000	23,608,000
177.	DePaul University	not reported	23,507,000
178.	Babson College	20,062,000	23,378,000
179.	Washburn University of Topeka	16,586,000	22,617,000
180.	Clemson University	16,667,000	22,322,000
181.	Knox College	19,991,000	22,087,000
182.	Skidmore College	16,774,000	21,754,000
183.	Wayne State University [2]	17,839,000	21,594,000
184.	Loyola College	9,017,000	21,470,000
185.	St. John's College (Md.)	16,320,000	21,375,000
186.	Saint Mary's College (Ind.) [3]	18,226,000	21,275,000
187.	University of Arkansas	18,029,000	20,752,000
188.	Alfred University	15,481,000	19,837,000
189.	Illinois College	15,827,000	19,709,000
190.	Doane College	15,351,000	19,608,000

[1] As of August 31, 1986
[2] As of September 30, 1986
[3] As of May 31, 1986
[4] As of March 31, 1986
[5] As of July 31, 1986
[6] As of December 31, 1985

Continued on Following Page

Value of Endowments Rises Nearly 27 Pct. in Year

Continued from Page 25

lion or more in assets, had the highest average gain—29.7 per cent—primarily because they had a higher proportion of equity-related investments.

Endowments with between $25-million and $100-million in assets grew an average 26.4 per cent, and those with a value of less than $25-million increased 25.7 per cent.

The average rise was well above the rate of inflation for the period, which the Consumer Price Index set at 1.8 per cent and the Higher Education Price Index—a measure of the prices that colleges and universities pay for goods and services—put at 4.4 per cent.

After adjustments were made for the composition of assets, the NACUBO study found that investment pools that were externally managed had performed better in academic 1985-86 than those managed by the colleges and universities themselves. Only 26 of the investment pools in the study were managed internally.

The study also found that investment pools continued to shift assets from equities to bonds. Academic 1982-83 was the only year in which equity assets increased since the study began in 1974.

The endowment study is a project of the NACUBO Financial Management Committee's subcommittee on investments.

A summary of the report on the study appears in the May issue of *Business Officer*, NACUBO's monthly magazine. Copies of the complete report are available for $30 each prepaid for members of the association and $50 for others from NACUBO at P.O. Box 96164, Washington 20090.

—PAUL DESRUISSEAUX

Total Return on Endowments, Fiscal 1986*

	Periods ending June 30, 1986			
	1 year	3 years	5 years	10 years
All investment pools	+26.9%	+15.9%	+16.8%	+12.8%
By size				
$100-million or more	+29.7%	+16.8%	+17.4%	+13.6%
$25-million to $100-million	+26.4%	+15.7%	+16.5%	+12.6%
Under $25-million	+25.7%	+15.5%	+15.9%	+12.0%
Comparative measurements				
Standard & Poor's 500 Index	+35.5%	+19.1%	+19.1%	+14.5%
Salomon Brothers Bond Index	+27.1%	+18.5%	+20.6%	+ 9.9%
Consumer Price Index	+ 1.8%	+ 3.2%	+ 3.9%	+ 6.8%
Higher Education Price Index †	+ 4.4%	+ 5.5%	+ 6.5%	+ 7.4%

* Total-return rates represent change in market value, plus dividends and interest, for periods ending June 30, 1986, based on data for 272 investment pools of 260 colleges and universities.

† An index of changes in prices paid by colleges and universities for goods and services, developed by D. Kent Halstead, National Institute for Education.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

FACT-FILE—Continued

Value of 260 Endowments

1986 rank	Institution	Market value June 30, 1985	Market value June 30, 1986
191.	Cornell College	$20,061,000	$19,561,000
192.	University of Maine	18,546,000	19,440,000
193.	Oregon Health Sciences U. Foundation	16,033,000	19,216,000
194.	Roanoke College	16,248,000	19,158,000
195.	University of Hawaii	14,675,000	18,973,000
196.	University of Oregon Foundation	17,134,000	18,971,000
197.	Drake University [3]	14,851,000	18,889,000
198.	Wells College	14,613,000	18,517,000
199.	Miami University	not reported	18,469,000
200.	Iowa State University Achievement Foundation	15,050,000	18,331,000
201.	Lake Forest College [3]	12,888,000	18,270,000
202.	Marietta College	13,392,000	18,010,000
203.	Hope College	14,632,000	17,876,000
204.	University of Akron	11,961,000	17,373,000
205.	Ohio Northern University [1]	13,714,000	17,056,000
206.	University of Mississippi	3,157,000	16,758,000
207.	Bradley University [3]	15,413,000	16,716,000
208.	University of Georgia	14,735,000	16,611,000
209.	Saint Norbert College	13,106,000	16,042,000
210.	Moravian College	11,805,000	14,769,000
211.	Rockhurst College	12,019,000	14,701,000
212.	U. of North Carolina at Greensboro	10,313,000	14,114,000
213.	Fairfield University	10,190,000	13,881,000
214.	Nazareth College of Rochester	10,807,000	13,093,000
215.	Mary Baldwin College	11,012,000	12,904,000
216.	Canisius College	9,138,000	12,890,000
217.	University of Scranton [3]	10,194,000	12,686,000
218.	Hahnemann University	12,249,000	12,459,000
219.	Ripon College	9,854,000	12,453,000
220.	Lynchburg College	9,882,000	11,923,000
221.	Ouachita Baptist University [3]	9,994,000	11,747,000
222.	Hastings College	6,917,000	11,217,000
223.	Medical College of Pennsylvania	8,153,000	10,765,000
224.	Fairleigh Dickinson University	10,873,000	10,637,000
225.	Suffolk University	not reported	10,635,000
226.	Albright College	8,419,000	10,501,000
227.	Stephens College [3]	9,227,000	10,471,000
228.	University of Rhode Island [4]	7,871,000	10,239,000
229.	Madonna College	7,996,000	9,582,000
230.	University of Evansville	8,121,000	9,361,000
231.	San Diego State University	7,151,000	9,167,000
232.	Utah State University	7,444,000	9,163,000
233.	Blackburn University	not reported	9,055,000
234.	Arizona State University	7,105,000	8,653,000
235.	Spring Hill College [3]	6,714,000	7,848,000
236.	Western Michigan University	5,411,000	7,559,000
237.	Augustana College	10,164,000	7,344,000
238.	Chapman College [3]	5,341,000	7,292,000
239.	Bellarmine College [3]	4,555,000	6,986,000
240.	University of Tampa [3]	5,970,000	6,723,000
241.	University of Medicine and Dentistry of New Jersey	6,572,000	6,612,000
242.	Interdenominational Theological Center	4,907,000	6,365,000
243.	Russell Sage College	5,450,000	6,212,000
244.	College of the Ozarks	4,962,000	6,148,000
245.	Monmouth College (N.J.)	4,751,000	6,130,000
246.	College of New Rochelle	4,156,000	5,456,000
247.	Mississippi State University	4,670,000	5,269,000
248.	St. John Fisher College [3]	4,234,000	5,049,000
249.	University of Massachusetts	4,078,000	5,001,000
250.	Mount Mercy College	3,959,000	4,872,000
251.	Rosemont College	3,296,000	4,323,000
252.	Saint Peter's College	2,084,000	2,971,000
253.	Kentucky Wesleyan College	2,049,000	2,664,000
254.	California Polytechnic State University at San Luis Obispo	not reported	2,260,000
255.	Memphis State University	1,094,000	2,206,000
256.	East Tennessee State University	1,615,000	2,200,000
257.	Ferris State College	1,155,000	2,169,000
258.	Plattsburgh College Foundation [6]	1,700,000	2,032,000
259.	Indiana University of Pennsylvania	1,260,000	1,433,000
260.	Nazareth College in Kalamazoo	1,025,000	1,098,000

Note: Table includes the top 260 institutions participating in the comparative-performance study by the National Association of College and University Business Officers.

[1] As of August 31, 1986
[2] As of September 30, 1986
[3] As of May 31, 1986
[4] As of March 31, 1986
[5] As of July 31, 1986
[6] As of December 31, 1985

Gifts to U.S. Charities Top $87-Billion; 82 Pct. from Individuals

Continued from Page 25

cent more than did income last year, according to the report.

Some of the increase in personal giving, the report said, could be attributed to the 50-per-cent deduction for charitable gifts made by individuals who did not itemize their income-tax returns. That deduction was eliminated in the tax-reform legislation and will not be available in 1987.

The report also cited the bull market in stock prices, "which fostered a feeling of affluence, which led some individuals to increase giving."

Bequests to charitable organizations grew at a record rate and reached an all-time high in 1986, accounting for 6.7 per cent of all giving.

The report said the increased competition for philanthropic dollars had led fund raisers to make a more concerted effort to secure bequests for their organizations.

An increase in the value of assets held by private foundations was responsible for the surge in their giving. The report said its survey of selected large foundations had found an increase of 21.8 per cent in the grant payments made by those funds in 1986, compared to an increase of 10 per cent in giving by the same philanthropies the previous year. Most of the foundations in the A.A.F.R.C. survey also reported an increase in the number of grants made.

Education Gets 16.8 Pct.

The report estimated that education received 16.8 per cent of all grant funds. "Higher education continues to be a priority area for the nation's largest foundations," the report said, "even though the proportion of foundation dollars and grants awarded to it is declining each year."

Colleges and universities also received foundation grants that are reported under other categories, such as science and social science. Grants in both of those categories were reported to have increased sharply in the past two years.

The 2.3-per-cent rise in contributions from corporations was the smallest increase in giving by any donor group. Sluggish profits, the effects of mergers and acquisitions, and changes in tax laws were cited as reasons for the slowdown in the growth of company giving.

The A.A.F.R.C. is an organization of major fund-raising consulting companies that specialize in helping charitable institutions plan and conduct large capital campaigns.

Copies of the 32nd edition of *Giving USA* are $32.50 prepaid and may be obtained from the A.A.F.R.C., 25 West 43rd Street, New York 10036.

—PAUL DESRUISSEAUX

40 Large Foundations Ranked by Grant Payments Made in 1986

	1985 grants	1986 grants	1986 assets
1. Ford Foundation	$121,093,820	$167,691,000	$4,758,862,000
2. Danforth Foundation	10,892,057	111,562,036	215,108,174
3. John D. and Catherine T. MacArthur Foundation	54,048,000	99,140,000	2,700,000,000
4. Pew Memorial Trust	70,191,500	90,595,500	1,550,025,174
5. W. K. Kellogg Foundation	69,481,205	74,599,862	3,108,333,370
6. Andrew W. Mellon Foundation	63,468,663	66,802,780	1,477,000,000
7. Lilly Endowment	26,985,856	56,585,266	1,913,568,000
8. Kresge Foundation	24,745,000	42,480,000	892,221,500
9. Rockefeller Foundation	36,717,781	41,014,606	1,614,820,987
10. San Francisco Foundation	38,319,906	40,572,863	617,518,839
11. Duke Endowment	42,916,039	40,032,726	797,810,073
12. Carnegie Corporation of New York	21,918,000	26,708,000	715,333,222
13. William and Flora Hewlett Foundation	29,852,400	26,295,222	566,753,000
14. Richard King Mellon Foundation	21,379,748	24,706,663	684,331,000*
15. Charles Stewart Mott Foundation	27,859,364	20,278,327	736,873,249
16. Gannett Foundation	16,491,000	19,227,241	577,000,000
17. J. Howard Pew Freedom Trust	27,444,700	19,155,000	331,201,764
18. Alfred P. Sloan Foundation	19,234,000	18,721,000	482,692,000
19. Cleveland Foundation	16,791,690	18,673,500*	415,000,000*
20. Bush Foundation	15,063,322	17,945,970	344,972,000
21. William Penn Foundation	19,116,000	15,026,000	421,173,000
22. J.E. and L.E. Mabee Foundation	15,494,100	14,955,556	264,284,586
23. Mabel Pew Myrin Trust	16,911,100	14,716,000	205,595,211
24. Edna McConnell Clark Foundation	14,169,000	14,005,000	348,044,000
25. Meadows Foundation	12,876,186	12,542,990	419,186,820*
26. Henry Luce Foundation	8,699,372	11,900,000*	224,887,000
27. Charles A. Dana Foundation	8,900,000	10,700,000	160,000,000
28. Alcoa Foundation	10,622,775	10,507,005	197,553,786*
29. John M. Olin Foundation	8,600,000	10,500,000	90,200,000
30. Robert A. Welch Foundation	9,587,132	10,434,957	238,229,120
31. Fred Meyer Charitable Trust	7,305,000	9,192,000	251,798,000
32. William R. Kenan, Jr. Charitable Trust	9,367,453	8,829,239	194,980,269
33. Sarah Scaife Foundation	8,102,500	8,567,000	173,216,883
34. Amon G. Carter Foundation	8,598,962	8,234,685	171,589,306
35. Howard Heinz Endowment	9,526,381	7,845,940	372,708,841
36. George Gund Foundation	6,133,050	7,179,922	228,500,000
37. Z. Smith Reynolds Foundation	7,515,928	7,141,141	150,533,922
38. Rockefeller Brothers Fund	6,899,389	6,820,024	220,000,000*
39. William Randolph Hearst Foundation	7,191,400	6,651,500	229,000,000
40. Vincent Astor Foundation	7,316,451	6,631,855	28,933,026
Total	$967,826,940	$1,225,188,396	$29,961,837,922

* Estimate

SOURCE: AMERICAN ASSOCIATION OF FUND-RAISING COUNSEL TRUST FOR PHILANTHROPY

Side-lines

Isiah Thomas had a prior engagement, so he sent his mom to graduate for him.

An explanation may be in order.

Mr. Thomas is a star basketball player who left Indiana University six years ago to pursue a professional career with the Detroit Pistons.

He felt that the $1.4-million, four-year contract was too good to pass up, but his mother, Mary, was none too sure. She wanted Isiah, the last of the nine children she had raised alone in a Chicago ghetto, to become the first of her sons to get a degree.

Mrs. Thomas made her son promise that he would go back to college and graduate. But she wanted more than his word—so mother and son signed a legal agreement, drawn up by Mr. Thomas's agent.

In the intervening six years, Mr. Thomas took courses during the summer, through the mail, and at night. And although he still needs to complete one more course—he will do so this summer—he was scheduled to graduate last week from Indiana with a major in criminal justice.

Trouble was, Mr. Thomas couldn't attend the ceremony. He had something else to do—lead the Pistons in a playoff game against the Atlanta Hawks. So he asked his mother to represent him at graduation.

Mrs. Thomas was introduced at the ceremony by Indiana President John Ryan, who singled out Mr. Thomas and several other students to exemplify the variety of students graduating. Mrs. Thomas received a standing ovation from the collected students and parents.

Her son, meanwhile, won some accolades of his own. While his mother was accepting his diploma, Mr. Thomas was doing more than fulfilling his contract with his mother: He was winning a basketball game.

He sank a driving lay-up with one second left in the game to defeat the Hawks, 89-88.

Not a bad day.

•

The University of Maryland, trying to close the book on problems that have plagued it since last June, last week hired Lew Perkins, the athletic director at Wichita State University, to take the same job at Maryland.

Mr. Perkins takes over a department that has been in turmoil since last June's death of the star basketball player Len Bias from a cocaine overdose.

There were subsequent revelations about academic shortcomings among Maryland athletes, which led to the resignations last fall of the athletic director, Richard Dull, and Charles G. (Lefty) Driesell, the basketball coach.

At Wichita State, Mr. Perkins turned around a troubled athletic program that had been put on probation by the National Collegiate Athletic Association seven times, a record.

Athletics

43 Proposals to Cut College-Sports Costs on Agenda of Special NCAA Convention

Changes would limit seasons, scholarships, recruiting, and coaching staffs in virtually all sports

MISSION, KAN.

Members of the National Collegiate Athletic Association will vote on 43 proposed rule changes at a special convention in Dallas next month. The meeting, called by the association's presidents' commission, is aimed at finding ways to control the spiraling costs of intercollegiate athletics.

If passed, the cost-cutting proposals would affect almost all intercollegiate sports. They would reduce the lengths of playing and practice seasons, cut the number of scholarships, shorten recruiting periods, and limit the size of coaching staffs.

Relatively few new changes, however, are proposed for big-time college football, which already has limits in most of those areas. At most Division I-A institutions, football supplies a huge percentage of the athletic departments' income, and athletic directors and other officials have been reluctant to support cuts that might jeopardize that income.

Summaries of the 43 proposed rules changes in sports appear on Page 36.

Football Scholarships at Issue

The N.C.A.A. presidents' commission has proposed minor reductions in the length of spring football practice and in the number of football coaches in Division I-A, but backed away from supporting further limits on scholarships. Seven members of the Pacific-10 Conference, however, have proposed that the total number of football scholarships be cut from 95 to 90.

"The grant-in-aid reduction proposals are a major issue," Ted C. Tow, assistant executive director of the N.C.A.A., said last week.

A survey by the presidents' commission this year found that more than half the presidents at Division I-A institutions wanted to reduce the number of scholarships.

"If that holds," Mr. Tow said, "and the presidents cast or direct their vote, then I think you'll see a reduction. If they change their mind, or don't cast or direct their vote, then that could change."

Mr. Tow said there could also be a "major hassle" at the convention concerning spring football practice in Division I-AA. There are several proposals on the subject, including one backed by the presidents' commission that would eliminate spring practice in that division.

The presidents' commission is also seeking the association's support for a series of wide-ranging forums on major issues in intercollegiate sports over the next 18 months.

The commission is searching for a consensus among institutions on how far to carry reforms in athletics.

17 Roll-Call Votes

A group of institutions opposed to cuts in basketball scholarships imposed at last January's N.C.A.A. convention has offered a proposal to raise the maximum from 13 to 15, thus preserving the status quo. The N.C.A.A., however, says it will rule the proposal out of order, because it is not in keeping with the meeting's agenda, cost cutting.

Supporters of the change say they will appeal that ruling to the convention floor.

The special convention is the second called by the presidents' commission since its creation in 1983. The first, in June 1985, centered on academic matters and integrity in intercollegiate athletics. The commission has called for roll-call votes on 17 of the proposals, so that the positions of all member institutions will be on the record.

—CHARLES S. FARRELL

Proposed Changes in Number of Athletic Scholarships in NCAA's Division I

Men	Current	Proposed
Baseball	13	12
Basketball	13	15
Cross-country, track	14	13
Fencing	5	4
Football	95	90
Gymnastics	7	6
Ice hockey	20	17
Lacrosse	14	12
Rifle	4	3
Skiing	7	6
Soccer	11	10
Swimming	11	10
Water polo	5	4
Wrestling	11	10
Women	**Current**	**Proposed**
Basketball	13	15
Cross-country, track	16	13
Fencing	5	4
Field hockey	11	10
Golf	6	5
Lacrosse	11	10
Skiing	7	6
Soccer	11	10
Softball	11	10
Swimming	14	12

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Trustees Alter SMU Governance; Campus Panel Backs Big-Time Sports

Governance

DALLAS

Southern Methodist University's Board of Trustees has unanimously approved a sweeping set of governance reforms designed to make the board smaller, more diverse, and more accountable, and to heighten the power and independence of the president.

The board's membership was cut to 40 from 71, and 23 long-time trustees resigned after the vote, acceding to a suggestion from the board's governance committee that trustees with 12 or more years of service step down.

Some of S.M.U.'s wealthiest supporters—including Edwin L. Cox, the former trustee chairman, and Robert S. Folsom, once mayor of Dallas—were among those who resigned.

Governance emerged as a key issue in the football scandal that has wracked Southern Methodist since November.

The Board of Governors, which had primary control over university affairs as the trustees' executive committee, was abolished in March, following an admission by Texas Gov. William P. Clements that he and other governors had agreed to phase out payments to football players rather than abolish them outright.

The new governance structure establishes an executive committee that cannot set policy; sets a limit of three four-year terms for trustees; and creates a 10-member trusteeship committee to monitor and evaluate trustee performance and nominate new board members.

Transformation Complete in 1988

The Board of Trustees will also include one outside professional educator as a voting member, and representatives of the faculty senate, student body, and alumni association as non-voting members.

University officials anticipate that the governance transformation will be completed by July 1988, when the South Central Jurisdiction of the United Methodist Church will elect a fully reconstituted board.

Campus reaction to the changes ranged from cautious optimism among faculty members to unbridled enthusiasm among the university's new leaders.

"It's an extremely positive step forward

Continued on Following Page

Campus Panel

DALLAS

A committee studying the role of Southern Methodist University sports last week recommended that the university remain in college athletics' most competitive division, as long as extensive safeguards are put into place—and vigorously enforced—to insure that the athletic department complies with rules of the university and the National Collegiate Athletic Association.

But a "minority opinion" offered by three of the committee's 10 members urged that the university drop out of the N.C.A.A.'s Division I into the less competitive Division III.

The comprehensive report, prompted by the athletics scandal that has plagued S.M.U. since November, is intended to fuel campus debate on the issue. It will be distributed to trustees, deans, faculty members, alumni, and interested students.

Committee members expect the report may be debated for several months before a decision is made on the future of sports at the university. That decision will be made by either the new president, who has yet

Continued on Following Page